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ABSTRACT

Presented is a curriculum guide for educable mentally retarded pupils in grades seven through twelve. Summarized are objectives for the junior high level (including personal and social adjustment) and the senior high level (such as recreational and leisure time skills). Goals, activities, and suggested topics for experience units are listed for grades 7-8, 9-10 and 11-12 in the following curriculum areas: personal and social adjustment, occupational competence, health, physical development, safety, oral language arts skills, written language arts skills, number concepts, science, geography, history, and civics. Audiovisual materials are listed according to curriculum areas for junior and senior high levels. (CL)

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A SUGGESTED COURSE OF STUDY and CURRICULUM GUIDE
for
EDUCABLE MENTALLY RETARDED PUPILS in JUNIOR-SENIOR HIGH SCHOOL

ED109849

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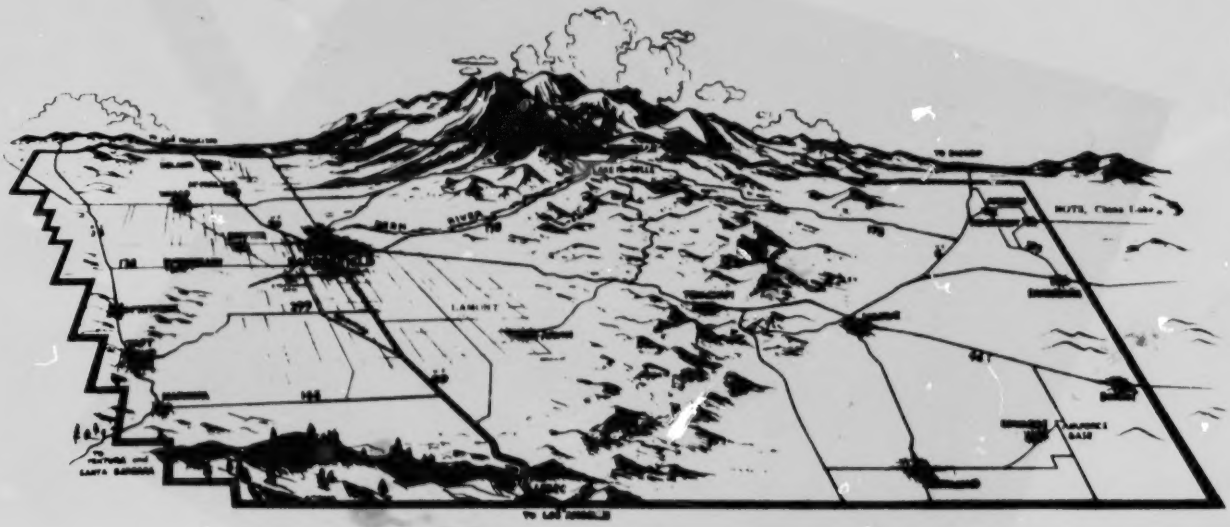

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A SUGGESTED COURSE OF STUDY and CURRICULUM GUIDE for EDUCABLE MENTALLY RETARDED PUPILS in JUNIOR-SENIOR HIGH SCHOOL

Rerun 1970

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FOREWORD

California has long been committed to the policy of providing equal public educational opportunities for all children. But, while the opportunities may be similar, individuals differ greatly in their ability to profit from the school's offering. In order to fulfill its obligation, the schools have organized special programs which are geared to the needs of handicapped children. In this way, each child is given the opportunity to profit to the full extent of his capabilities.

Education for the secondary mentally retarded youth is terminal in nature. This is education designed to prepare pupils for the young adult world of work. While this type of schooling is expensive, its value has been clearly demonstrated. Through this type of program, mentally handicapped young people can find accepted places in the community as productive citizens.

A Suggested Course of Study and Curriculum Guide for Educable Mentally Retarded Pupils in Junior-Senior High School outlines the basic curriculum structure for retardates in grades seven through twelve. Its use for this purpose should result in a sound special program; this program should do much to insure the equality of educational opportunity to which each pupil is entitled.

HARRY E. BLAIR
Superintendent of Schools

PREFACE

It was felt by various teachers of the secondary educable retarded throughout Kern County that a concise and well-organized course of study and curriculum guide would be of more help than a more detailed publication.

The organization and philosophy of this course of study and guide is patterned after "Programs for the Educable Mentally Retarded in California Public Schools", Bulletin of the California State Department of Education, Volume XXXIV, No. 1, March, 1965.

Credit for much of the background material must be given to the Seven County Cooperative Course of Study for Classes for Educationally Retarded Minors Project under the leadership of Mr. Joseph W. Howard of Stanislaus County. The purpose of this project was to develop cooperatively a curriculum guide and course of study for educable mentally retarded pupils.

Special recognition for background material must go to Dr. Guy Chapman, Director of Special Services for Tulare County. Dr. Chapman organized and chaired the committee from Tulare, Kings, Kern and Fresno Counties. Many of the suggestions for this course of study and guide emerged from this committee's study of curriculum for the mentally retarded.

It is hoped that this course of study and guide will be given a thorough trial in Kern County in the next several years. Following this, an appraisal should be made in order to assess its effectiveness and incorporate needed change.

John Whitfield, Director
Mentally Exceptional and
Educationally Handicapped Classes

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OBJECTIVES

The objectives for the curriculum levels are best quoted from "Programs for the Educable Mentally Retarded in California Public Schools", Bulletin of the California State Department of Education, Volume XXXIV, No. 1, March, 1965.

Junior High Level

"The specific objectives for the junior high level, in order of their importance, should include the development of: (1) competencies that promote personal and social adjustment; (2) activities that lead to emotional security and independence; (3) an ability to use basic school subjects; (4) habits that promote personal health, physical development, and safety; (5) understanding of the family and the roles of its members; (6) skills for participation in recreational and leisure time activities." (Page 74)

Senior High Level

"The general objectives are to develop: (1) skills and attitudes for personal and social competence; (2) skills and attitudes for vocational competence; (3) emotional security and the ability to function independently; (4) habits that promote personal health, physical fitness, and general safety; (5) understanding of the roles of members of the family and skills necessary in family living; (6) activities that assist students in becoming contributing members of the community; (7) skills for recreational and leisure time activities; (8) the ability to apply the skills learned in school subjects to the demands of the local community." (Page 86)

The secondary school environment will be the terminal public school experience for the educable mentally retarded. The demands placed on the individual as he moves into an adult society shape the program. It is extremely important that we prepare these minors for the world of work with on-campus and off-campus work experience programs.

In all aspects of the curriculum, we must make an honest, practical effort to provide what our educable mentally retarded need for maintaining a balanced life today. By doing this, young educable retarded adults leaving the secondary school will be able to become productive, participating citizens in our democratic society.

SUGGESTED COURSE OF STUDY AND CURRICULUM GUIDE

Keeping our objectives in mind, the following suggested course of study and curriculum guide were designed to cover the goals of the Junior-Senior High Schools as suggested by the state. There will be a progression from one level to the next, with experience at each level in preparation for the next.

"Things to Do" will help crystallize the specific program that the teacher should provide. It will include suggested activities and help the teacher in daily planning. Activities to help accomplish objectives should be organized throughout the curriculum. The experience provided will depend on the geographical area and socio-economic background of the pupils.

It is strongly urged that learnings be organized within experience units. With these units, there can be correlation in all areas. A suggested list of topics and titles for experience units is included after each area of curriculum.

In all areas of the curriculum, by the time the pupil reaches the second year of high school he has reached a peak of mental development and maturation. He has developed the application of the basic skills. Before he leaves the secondary school, the student must be helped to make the transition from textbooks to handbooks, directories, resource materials, magazines, newspapers, instruction sheets, etc. Teacher prepared materials will help make this transition and supplement the other materials available.

Participation in regular classes is very important to the educable retarded pupil. This should be done in every case where the special student, regular student and teacher will benefit. In this respect, it is hoped that this course of study and guide will be helpful to the regular class teacher.

It is the responsibility of the teacher to translate curriculum into actual learning experience.

SUGGESTED AREAS OF CURRICULUM

Personal and Social Adjustment

Occupational Competence

Health

Physical Development

Safety

Oral Language Arts Skills

Written Language Arts Skills

Number Concepts

Science

Other School Subjects

- Geography
- History
- Civics

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	CA 17 Gr
GOALS ...work on the development of pupils' abilities to meet their personal needs ...develop and improve social skills ...gain recognition from their peers, teachers and other significant adults ...recognize own abilities and limitations in handling social situations ...practice many forms of social experience ...develop acceptable attitudes and behavior toward the opposite sex ...learn appropriate attitudes toward others: cooperation, courtesy, etc. ...improve social arts ...learn to take responsibilities and practice self-direction ...participate in extra-curricular activities ...continue to develop team skills ...continue to develop music, rhythm and dancing	GOALS ...develop ability to get along with fellow workers, supervisors and employers ...understand the implications of establishing and maintaining a home ...understand the importance of work ...develop attitudes and behavior appropriate to young adult society ...operate successfully in small discussion groups ...understand the laws and responsibilities that relate to the average citizen: participation in the community, voting, paying taxes, belonging to groups ...increase capacity for self-direction at school and in the community ...extend musical, rhythmic, artistic, dancing abilities ...grow in ability to control emotions ...develop a capacity to cope with anxiety-producing situations ...learn to adjust to changes in school-home situations	GOALS ...increase c direction ...understand weaknesses ...develop a anxiety-p ...practice understan regulatio justing t along wit ...learn to working c ...accept re ments and ...develop a appropria ...extend un and marri maintaini sponsibil ...operate s discussio governmen

PERSONAL AND SOCIAL ADJUSTMENT

H and above 3	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
nt of pupils' ir personal needs ocial skills their peers, nificant es and limita- al situations social ex- titudes and pposite sex ttudes toward courtesy, etc. bilities and n urricular am skills sic, rhythm	GOALS ...develop ability to get along with fellow workers, supervisors and employers ...understand the implications of establishing and maintaining a home ...understand the importance of work ...develop attitudes and behavior appropriate to young adult society ...operate successfully in small discussion groups ...understand the laws and responsibilities that relate to the average citizen: participation in the community, voting, paying taxes belonging to groups ...increase capacity for self-direction at school and in the community ...extend musical, rhythmic, artistic, dancing abilities ...grow in ability to control emotions ...develop a capacity to cope with anxiety-producing situations ...learn to adjust to changes in school-home situations	GOALS ...increase capacity for self-direction in the occupational area ...understand personal strengths and weaknesses ...develop a capacity to solve anxiety-producing situations ...practice security on the job, understand and help establish regulations and privileges (adjusting to an employer, getting along with fellow workers) ...learn to adjust to change in working conditions ...accept responsibility for assignments and materials given on job ...develop attitudes and behavior appropriate to the world of work ...extend understanding of courtship and marriage, establishing and maintaining a home, family responsibilities and relationships ...operate successfully in larger discussion groups (school student government)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	G
GOALS ...understand the roles of family members ...participate in some form of classroom and student body government ...attain an increased level of self-reliance ...understand problems in coping with anxiety-producing situations ...understand community customs (patriotism, flags, California, etc.) ...understand basic framework of government (City, County, State, National, United Nations) ...understand security on the job - regulations and privileges ...develop skill in writing directions to home, following and giving directions, using compass points, miles or blocks and landmarks ...develop enjoyment of his home, yard and family, individually and as part of the family group ...recognize, appreciate and respect contributions of all organizations contributing to the school	GOALS ...become more aware and acceptable of individual strengths and weaknesses ...help organize own recreational and leisure time activities ...understand location of home in relation to geography, family role in the community, economic status, etc. ...understand various roles of family members and take responsibility for his contribution to the family ...accept self as a responsible, contributing individual among others ...refine ability for adequate and acceptable self-reliance and direction in personal preferences ...accept responsibility and participate with organized groups in acceptable democratic way ...know how we vote ...increase knowledge of services maintained by U. S. Government ...increase interest and awareness in the role of U. S. governmental representatives: President, Senators, Congressmen, etc.	GOALS ...interact body in a a high sc ...understan a marriag ...develop a its funct ...take resp ational a in accept ...deepen un role in f ...become mo each fami happiness ...increase appreciat tion of c religions ...understan agencies of the co ...develop m all plan local to

PERSONAL AND SOCIAL ADJUSTMENT (continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
amily members of classroom ent l of self- oping with ions toms (patri- , etc.) rk of govern- e, National, he job - es directions iving di- points, miles home, yard and as part d respect anizations ol	GOALS ...become more aware and acceptable of individual strengths and weaknesses ...help organize own recreational and leisure time activities ...understand location of home in relation to geography, family role in the community, economic status, etc. ...understand various roles of family members and take responsibility for his contribution to the family ...accept self as a responsible, contributing individual among others ...refine ability for adequate and acceptable self-reliance and direction in personal preferences ...accept responsibility and participate with organized groups in acceptable democratic way ...know how we vote ...increase knowledge of services maintained by U. S. Government ...increase interest and concern in the role of U. S. governmental representatives: President, Senators, Congressmen, etc.	GOALS ...interact with staff and student body in a high school program on a high school campus ...understand desirable qualities in a marriage partner ...develop an understanding of sex and its function in human life ...take responsibility for own recreational and leisure time activities in acceptable manner ...deepen understanding of individual role in family activities and needs ...become more aware of contribution each family member can make to happiness and well being of all ...increase ability to accept and appreciate individuals, recognition of contributions of races, religions and nationalities ...understand the various governmental agencies and their role in the life of the community ...develop more appreciation for overall plan of democratic society from local to U. S. government

PERSONAL AND SOCIAL ADJUSTMENT (continued)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	Gr
GOALS ...know the role of the elected members of a group (treasurer, captain, etc.) ...show respect for neighbors personally and/or their property (excess noise, damage, etc.) ...develop respect for and cooperate with persons in economic, social and governmental services ...produce art work which shows originality coupled with good design and color characteristics using a wide variety of media	GOALS ...produce original art work, write and tell original stories, sing songs solo and with groups, write poetry	GOALS ...acquire ci accepting and promot ...select pre ity to per or more: sculpture, instrument acting, da metal work

PERSONAL AND SOCIAL ADJUSTMENT (continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
ected members captain, etc.) ors personally excess noise, cooperate with cial and gov- shows origi- d design and sing a wide	GOALS ...produce original art work, write and tell original stories, sing songs solo and with groups, write poetry	GOALS ...acquire civic responsibility by accepting responsibility for care and promotion of community ...select preference and refine ability to perform adequately in one or more: painting, drawing, sculpture, singing, writing, instrumental music, graphics, acting, dancing, crafts, wood or metal work, or mixed media art work

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	Gr
THINGS TO DO Have role playing - illustrate good and poor manners in different situations with persons in different roles (an employer, older person, a peer) Hold class discussion of rules of courtesy experienced in other parts of school Have class discussion of experiences as a member of a group (Scouts, YMCA, YWCA, 4H, etc.) Describe desirable characteristics of good leadership and good followership in different types of groups Make decorations, costumes or posters for school functions Make a project (cake, book ends) and donate to money-making project for school Work in cafeteria Make charts of foods in cafeteria and list prices Study local job possibilities; list competencies needed Participate in community sharing projects and community groups	THINGS TO DO Discuss proper manners all of the time Give a five minute talk on why it is important to get along with others Review the roles of the family members and how we can help each member of our own family circle Make a bulletin board illustrating all of the reasons that work is important Contrast the attitudes and behavior of your peer group with the peer group of younger family members. Discuss Break up into small discussion groups. Discuss a given topic (taxes, voting, etc.) and report back to the group. Finish the following sentence in 25 words or less: "I must obey laws because. . ." (or participate in the community because. . .) (or pay taxes because. . .) (or belong to groups because. . .) Make a bulletin board illustrating all of the things that the community offers Participate in noon time P. E. activities, dancing and extracurricular activities	THINGS TO DO Make a detail available in gram Discuss perso experience co strengths hel Discuss perso experience co strengthen th In 25 words o following sen learn to adju cause. . ." Class discuss with the boss workers Discussion on important to Participate i ment Participate i leisure time perience area Discussion on means to me

PERSONAL AND SOCIAL ADJUSTMENT (continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
...ate good and ...ituations ...oles (an ...eer)	THINGS TO DO Discuss proper manners all of the time Give a five minute talk on why it is important to get along with others Review the roles of the family members and how we can help each member of our own family circle Make a bulletin board illustrating all of the reasons that work is important Contrast the attitudes and behavior of your peer group with the peer group of younger family members. Discuss Break up into small discussion groups. Discuss a given topic (taxes, voting, etc.) and report back to the group. Finish the following sentence in 25 words or less: "I must obey laws because. . ." (or participate in the community because. . .) (or pay taxes because. . .) (or belong to groups because. . .) Make a bulletin board illustrating all of the things that the community offers Participate in noon time P. E. activities, dancing and extracurricular activities	THINGS TO DO Make a detailed study of the jobs available in the work experience program Discuss personal strengths with work experience counselors. (How can these strengths help me?) Discuss personal weaknesses with work experience counselors. (How can I strengthen these weak areas?) In 25 words or less, finish the following sentence: "A person must learn to adjust to <u>any</u> change because. . ." Class discussion on getting along with the boss, supervisor and fellow workers Discussion on why it is just as important to follow as to lead Participate in school student government Participate in recreational and leisure time activities in work experience areas Discussion on marriage and what it means to me
...les of cour- ...arts of		
...periences as ..., YMCA, YWCA,		
...ristics of ...llowership ...s		
...or posters		
...nds) and ...ct for		
...teria and		
...s; list		
...ring proj-		

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	Gr
THINGS TO DO Take part in student council and assume real duties	THINGS TO DO Class discussion on "Why Count Ten?"	THINGS TO DO Discussion on families
Dramatize manners at party	Discuss what qualities you like in other people your age, adults or teachers	Organize lei ational activ family membe
Utilize all opportunities for group and committee participation in carrying out class activities and projects	Organize recreational and leisure activities within the immediate neighborhood - report back to class	Make a bullet governmental help in the
Hold actual situations in school in which guests are entertained	Study background materials on the families of other cultures	Discuss how and nationali make a list
Prepare and serve meals	Participate in student body government	
Make clothing budgets	Discuss: "Are the decisions that you make always right for you?"	Make a bullet plan of a dem local to U. S United Nation
Provide actual shopping experience (field trips)	Participate in extracurricular clubs	
Practice socially acceptable dancing	Participate in regular P. E., crafts, art and homemaking classes	Bring in curr civic respons
Learn school songs		
Learn popular songs		Participate i that makes a community
Participate in regular P. E.,crafts, art and homemaking classes		Participate i art, homemaki mechanical ar
Provide many opportunities to work with all types of art media		

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
and assume r group and arrying out s hool in rience dancing ,crafts, o work with	THINGS TO DO Class discussion on "Why Count Ten?" Discuss what qualities you like in other people your age, adults or teachers Organize recreational and leisure activities within the immediate neighborhood - report back to class Study background materials on the families of other cultures Participate in student body government Discuss: "Are the decisions that you make always right for you?" Participate in extracurricular clubs Participate in regular P. E., crafts, art and homemaking classes	THINGS TO DO Discussion on how we can help our families Organize leisure time and recreational activities for younger family members Make a bulletin board on the local governmental agencies and how they help in the community Discuss how other races, religions and nationalities have helped us - make a list of these contributions Make a bulletin board diagram on the plan of a democratic society, from local to U. S. government to the United Nations Bring in current events that stress civic responsibility in the community Participate in extracurricular group that makes a contribution to the community Participate in regular P. E., crafts, art, homemaking, industrial arts and mechanical arts classes

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	Gr
My Problems	Getting Along at Work	Regulations a
Making Friends	Boy Dates Girl	Responsibilit
Getting Along with Others	Me and My Job	Boy Marries G
Boy Meets Girl	Recreation at School	Family Respon
Teenagers Look at Themselves	Recreation in the Community	My Leisure Ti
Teenagers Look at Work	My Family and Recreation	Favorite Recr
Recreation Outside School	My Family Works Together	Community Age
Dances for Fun	My Home and Me	Appreciating
My Grooming Problems	Friends	My Civic Resp
Work at School	Being a Good Citizen	Good Citizens
Work at Home	What I Owe My Community	Community Act
My Job as Citizen	What My Community Owes Me	Expressing Yo
Family Living	A Good Worker	People Who He
Homemaking	Grooming Problems	Structure of
Occupations - What They Demand	My Community Responsibilities	Planning a Co
Community Services	Planning a Party	The School Go
Planning a Dance	How School Government Works	Creativity As
Our Class and School Government	The U.S. Government and Me	Put Leisure T
How Our Government Works	Creating for Fun	

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	Getting Along at Work	Regulations and Privileges
	Boy Dates Girl	Responsibility on the Job
	Me and My Job	Boy Marries Girl
	Recreation at School	Family Responsibilities
s	Recreation in the Community	My Leisure Time
	My Family and Recreation	Favorite Recreational Activities
	My Family Works Together	Community Agencies
	My Home and Me	Appreciating Friends
	Friends	My Civic Responsibilities
	Being a Good Citizen	Good Citizens
	What I Owe My Community	Community Activities
	What My Community Owes Me	Expressing Yourself
	A Good Worker	People Who Help Us
	Grooming Problems	Structure of U. S. Government
and	My Community Responsibilities	Planning a Community Function
	Planning a Party	The School Government and Me
	How School Government Works	Creativity As Recreation
ment	The U. S. Government and Me	Put Leisure Time to Work
	Creating for Fun	

OCCUPATIONAL COMPETENCE

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	CA 17 G
GOALS ...develop manual dexterity, hand-eye coordination, etc. ...refine coordination through increased practice and variations of activities in the practical arts ...develop some work skills and social competencies by on-campus work experience ...learn to identify types of jobs in the community and skills needed for these jobs ...seek and hold a part-time, summer or holiday job ...learn to set realistic goals for self-achievements ...develop a willingness to seek assistance if needed ...develop more facility in the manipulation of simple tools and materials ...understand that there are governmental agencies which can help the individual with training and finding an appropriate job	GOALS ...continue emphasis on physical activities and motor competencies required in home or occupational experiences ...develop competencies in performing the practical arts and occupational type activities ...develop competencies through on-campus work experiences so as to be more employable as a responsible, conscientious worker ...develop acceptable interpersonal relations toward employer, other employees, etc. ...develop friendly and cooperative manner in on-campus work ...work toward a role of contributing worker in the community ...follow work rules, directions and schedules ...complete tasks assigned ...develop his own initiative in accomplishing a task	GOALS ...establish for off-c maintenan of childr services ...locate em competenc ...learn to personal volved in ...apply fri manner in ence prog ...become a the commu ...accept co means of ...give and rections ...report to ments pro ...become fa aspects a occupatio

OCCUPATIONAL COMPETENCE

d above	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
y, hand-eye ough increased of activities s and social us work ex- of jobs in s needed for ne, summer or goals for self- seek assist- the manip- and materials e govern- n help the and finding	GOALS ...continue emphasis on physical activities and motor competencies required in home or occupational experiences ...develop competencies in performing the practical arts and occupational type activities ...develop competencies through on-campus work experiences so as to be more employable as a responsible, conscientious worker ...develop acceptable interpersonal relations toward employer, other employees, etc. ...develop friendly and cooperative manner in on-campus work ...work toward a role of contributing worker in the community ...follow work rules, directions and schedules ...complete tasks assigned ...develop his own initiative in accomplishing a task	GOALS ...establish sufficient competencies for off-campus work (building maintenance, food services, care of children, delivery and helper services of various kinds) ...locate employment and develop competence needed to hold a job ...learn to apply acceptable interpersonal relations to those involved in work experience program ...apply friendly and cooperative manner in off-campus work experience program ...become a contributing worker in the community ...accept constructive criticism as a means of becoming more skilled ...give and follow work rules, directions and schedules ...report to and from work assignments promptly ...become familiar with the legal aspects and limitations of various occupations

OCCUPATIONAL COMPETENCE (continued)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	
GOALS ...continue to develop vocationally directed skills (language, know vital statistics, figure wages, pay for lunch and transportation, use telephone, write simple communications) ...take directions and constructive criticism from authority ...maintain acceptable level of workmanship ...is courteous and practices self-discipline ...take pride in good work and does fair share ...learn to follow school rules, directions and schedules ...assume responsibility for a room function ...develop adequate motivation and interest to increase attention span so as to complete assigned tasks, etc. ...learn to observe details and assume more responsibility for behavior ...learn to work together and share ...learn to recognize and avoid dangerous situations, heed safety warnings, etc.	GOALS ...develop his ability to be a steady worker, stay at a task and regular in attendance ...learn to be courteous in working relationships ...become familiar with demands of the various work areas ...become as proficient as possible in reading, writing, spelling and composition ...select an occupational field (or fields) and prepare for it ...understand basic requirements for a variety of jobs with his capabilities ...participate in on-campus work experience program ...develop self-evaluation skills ...perform to best of ability in classroom tasks ...perform to best of ability in on-campus work experience programs ...work under another supervisor or "boss" besides the teacher	GOALS ...have basi Security ance, wor tal and a ...refine sk jobs (bas ...continue hand coor specific ...perform i perience ...utilize s employment rehabilita a post-gra ...assume re own initia work ...avoid abse ability t worker ...practice ships and ...maintain behavior

OCCUPATIONAL COMPETENCE (continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
cationally di- e, know vital es, pay for on, use tele- mmunications) nstructive ty vel of workman- ices self- k and does fair rules, di- for a room ation and ttention span gned tasks, etc. ls and assume r behavior and share avoid dangerous y warnings, etc.	GOALS ...develop his ability to be a steady worker, stay at a task and regular in attendance ...learn to be courteous in working relationships ...become familiar with demands of the various work areas ...become as proficient as possible in reading, writing, spelling and composition ...select an occupational field (or fields) and prepare for it ...understand basic requirements for a variety of jobs with his capabilities ...participate in on-campus work experience program ...develop self-evaluation skills ...perform to best of ability in classroom tasks ...perform to best of ability in on-campus work experience programs ...work under another supervisor or "boss" besides the teacher	GOALS ...have basic knowledge of Social Security act, unemployment insurance, workers compensation, hospital and accident insurance, etc. ...refine skills needed for specific jobs (basic tools, etc.) ...continue emphasis on dexterity and hand coordination as it relates to specific areas ...perform in off-campus work experience program ...utilize school facilities, state employment agencies or vocational rehabilitation services to obtain a post-graduation job ...assume responsibilities and develop own initiative in accomplishing work ...avoid absenteeism; progress in ability to be a steady, stable worker ...practice courteous working relationships and good grooming ...maintain acceptable young adult behavior patterns

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	G
GOALS ...realize importance of good grooming in getting a job ...develop and practice good work habits		GOALS ...become fa related t ...participa employmen
THINGS TO DO Use art, shop, crafts, P. E. periods to improve manual dexterity Provide many opportunities within the classroom for practice in the practical arts Make a list of the skills needed for different jobs Do a self-evaluation of skills that the student possesses - survey those that he needs to develop for a particular job Make a bulletin board of jobs available in the community - illustrate from magazines Discuss what would make an employer decide on you and not the other person for a job Discuss the roles of the people found in the world of work (boss, foreman, supervisor, etc.)	THINGS TO DO Continue to use art, crafts, P. E., homemaking periods to improve coordination Make a list of things to do at home that would help the student do a better job in the on-campus work experience program Plan on-campus work experience - list all of the jobs that the students can do (in cafeteria, custodial assistant, messenger, etc.) Invite key people in the on-campus work experience program to talk to the class Discuss why it is important to get along with fellow workers Write a short paper on how my job helps the community Make up a list of safety rules for all of the jobs in the on-campus work experience program	THINGS TO DO Place those campus work Go to local out applicat interviews a When job is the skills n (then evalua the right on Discuss what Make a list get along wi boss, superv etc. Write a shor and bad crit Develop work (housework,

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
good grooming		GOALS ...become familiar with procedures related to job interviews
ood work habits		...participate in visits to places of employment within the community
E. periods to	THINGS TO DO Continue to use art, crafts, P. E., homemaking periods to improve coordination	THINGS TO DO Place those who are ready in off-campus work experience program
s within the the practical	Make a list of things to do at home that would help the student do a better job in the on-campus work experience program	Go to local employment office, fill out application and go for any job interviews available
needed for	Plan on-campus work experience - list all of the jobs that the students can do (in cafeteria, custodial assistant, messenger, etc.)	When job is obtained, make a list of the skills needed to hold the job (then evaluate to see if the job is the right one for you)
kills that the those that he rticular job	Invite key people in the on-campus work experience program to talk to the class	Discuss what is cooperation?
jobs available rate from	Discuss why it is important to get along with fellow workers	Make a list of why it is important to get along with fellow workers, the boss, supervisor, teacher, counselor, etc.
n employer other person	Write a short paper on how my job helps the community	Write a short paper on good criticism and bad criticism
people found in foreman, super-	Make up a list of safety rules for all of the jobs in the on-campus work experience program	Develop work skills by helping at home (housework, yards, etc.)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	
THINGS TO DO Finish the following sentence in 25 words or less: "If I need help on the job, I will ask for it because. . ."	THINGS TO DO Dramatize giving directions to a new trainee	THINGS TO DO Make up a sc include home program
Analyze job requirements and then see if the student can "fit into the picture"	Make up safety slogans and posters for on-campus training	Use clocks t home - allow etc.
Develop many group projects in reading, writing, etc. directed toward the vocational world - make up class stories about "Being on Time" or "Safety on the Job", etc.	Finish the following sentence in 25 words or less: "It is important to be courteous on the job because. . ."	Make a bulle ity - visit information
Formulate group and individual evaluation sheets on workmanship - where can we improve?	Decide what job the student wants to do - list the requirements	Discuss why manners are work experie
List all of the jobs that a boy is best suited for	Discuss which is more important: finding the right job for the person or finding the right person for the job	Discuss what forward" mea
List all of the jobs that a girl is best suited for	In reading, writing, spelling and composition make all materials vocationally oriented (fill out applications, spelling safety words, etc.)	In 25 words o statement: " my own mista
Find out what jobs are available for summer - fill out applications and have an interview	Have a discussion on how we can improve in our job	Practice inte possible post
Role playing: proper telephone usage	Lecture on local job opportunities by people outside of school	Make field tr employment
Dramatize an interview	Add new words to a "vocational vocabulary" (benefit, pay, tenure, retirement, rehabilitation, occupational, etc.)	List all of t viewer looks
Discuss why it is important to follow rules on the job, school, sports, etc.		Continue "voc (employee, em maturity, etc

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
nce in 25 words on the job, I ." nd then see if the picture" s in reading, ard the voca- ss stories Safety on the dual evaluation ere can we a boy is best a girl is best lable for ions and have hone usage to follow ports, etc.	THINGS TO DO Dramatize giving directions to a new trainee Make up safety slogans and posters for on-campus training Finish the following sentence in 25 words or less: "It is important to be courteous on the job because. . ." Decide what job the student wants to do - list the requirements Discuss which is more important: finding the right job for the person or finding the right person for the job In reading, writing, spelling and composition make all materials vocationally oriented (fill out applications, spelling safety words, etc.) Have a discussion on how we can improve in our job Lecture on local job opportunities by people outside of school Add new words to a "vocational vocabulary" (benefit, pay, tenure, retirement, rehabilitation, occupational, etc.)	THINGS TO DO Make up a schedule of daily activities - include home, school, work experience program Use clocks to time activities at school, home - allow enough time for clean-up, etc. Make a bulletin board on social security - visit the office and ask for information Discuss why good grooming and good manners are important in off-campus work experience Discuss what "Putting your best foot forward" means at an interview In 25 words or less finish the following statement: "I will be responsible for my own mistakes because. . ." Practice interviewing techniques for a possible post graduation job Make field trips to places of possible employment List all of the things that a job interviewer looks for in a possible employee Continue "vocational vocabulary" terms (employee, employability, stability, maturity, etc.)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	G
THINGS TO DO Plan a room sport activity or dance - assume all responsibility, delegate authority to committees Discuss why we should stay with a job until we are finished Make a list of on-the-job safety words Fin Finish the following sentence in 25 words or less: "I believe that good grooming is important to me on-the-job because . . ." Visit the local employment office Make a bulletin board of want ads from the local paper showing jobs available Make up "situation wanted" want ads and have students list their qualifications	THINGS TO DO Make a collection of income tax forms, application forms, brochures and booklets on civil service job opportunities Visit areas of the school where on-campus work experience takes place - familiarize self with type of jobs to be done Visit social security office, apply for card Fill out application for a work permit Hold a discussion on how the worker is protected (labor laws, insurance, etc.) Use every opportunity available to gain on-campus work experience	THINGS TO DO Compare unac adult behavi large chart, Visit all po ment within requirements Pretend that Chamber of C job opportun Collect broc that explain your town

OCCUPATIONAL COMPETENCE (continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
or dance - delegate with a job safety words nce in 25 words good grooming job because office ant ads from bs available want ads and ualifications	THINGS TO DO Make a collection of income tax forms, application forms, brochures and booklets on civil service job opportunities Visit areas of the school where on-campus work experience takes place - familiarize self with type of jobs to be done Visit social security office, apply for card Fill out application for a work permit Hold a discussion on how the worker is protected (labor laws, insurance, etc.) Use every opportunity available to gain on-campus work experience	THINGS TO DO Compare unacceptable and acceptable adult behavior by listing them on large chart, blackboard Visit all possible places of employment within the community - compare: requirements? advancement? pay? etc. Pretend that you are from the local Chamber of Commerce and explain the job opportunities in your town Collect brochures, pamphlets, booklets that explain job opportunities in your town

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	Gr
Jobs in the Community	On-Campus Work Experience	Looking for a
Jobs and Skills	My Boss and Me	Working with
Summer Jobs	My Fellow Workers and Me	Holding an Of
Holiday Jobs	Manners and On-Campus Work	The Worker an
Work Skills and You	My Job and Other Jobs	How Others He
Government and Jobs	Courtesy on the Job	Important Thi Security, Ins
Manners on the Job	Follow Directions	Improving Eac
A Job Well Done	Better Work Habits	Look Forward
Safety on the Job	Always Do Your Best!	Take a Good L
Danger Signs	Choosing the Right Occupation	Post-Graduati
Your Appearance and Your Job	Am I Doing a Good Job?	Adult Behavio
Work Habits and Your Job	Working with Others	Job Interview
Working Together on the Job	How Other Skills Help on the Job	

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	On-Campus Work Experience	Looking for an Off-Campus Job
	My Boss and Me	Working with People
	My Fellow Workers and Me	Holding an Off-Campus Job
	Manners and On-Campus Work	The Worker and the Community
	My Job and Other Jobs	How Others Help Me
	Courtesy on the Job	Important Things to Know (Social Security, Insurance, etc.)
	Follow Directions	Improving Each Day
	Better Work Habits	Look Forward for Advancement
	Always Do Your Best!	Take a Good Look at Yourself
	Choosing the Right Occupation	Post-Graduation Jobs
ob	Am I Doing a Good Job?	Adult Behavior in an Adult World
	Working with Others	Job Interviews
b	How Other Skills Help on the Job	

JUNIOR HIGH CA 13-15 MA and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	CA 17 Gr
GOALS	GOALS	GOALS
...develop good personal health habits	...continue to develop good personal health and grooming habits	...understand health hab maintainin
...understand the growth period of puberty	...develop proper sex attitudes and habits and understand physiological changes in own body	...understand balanced l to physica
...restress the basic health habits of diet, rest and exercise	...know how to recognize elementary signs of illness	...assume res health
...reform habits of personal hygiene	...know what kind of services to seek for illness	...extend kno first aid
...learn practical roles of the medical staff	...know where to find these services in the community	...understand alcohol, d
...expand knowledge of simple symptoms that indicate a need for medical attention	...understand and practice good dietary procedures	...learn cost
...further develop emergency measures	...practice first aid rules	...learn valu regards to
...learn simple first aid rules	...care for sick at home with minimum of instruction	...understand aid income
...learn more detail about basic body functions	...continue to utilize body building exercises, physical activities available at school and in the community (games, dancing)	...practice m preparatio
...continue study of effects of drugs, alcohol, tobacco on the body	...extend knowledge about medical staffs and services	...prepare an
...be able to assist others in recognizing and caring for health and accident problems	...expand knowledge about bodily functions	...learn rela meals, bod health
...learn to select and care for proper clothing		

...bove	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
...ealth habits ...period of ...lth habits of ...nal hygiene ...f the ...ple symptoms ...r medical ...cy measures ...rules ...basic ...ts of drugs, ...body ...s in ...for health ...e for proper	GOALS ...continue to develop good personal health and grooming habits ...develop proper sex attitudes and habits and understand physiological changes in own body ...know how to recognize elementary signs of illness ...know what kind of services to seek for illness ...know where to find these services in the community ...understand and practice good dietary procedures ...practice first aid rules ...care for sick at home with minimum of instruction ...continue to utilize body building exercises, physical activities available at school and in the community (games, dancing) ...extend knowledge about medical staffs and services ...expand knowledge about bodily functions	GOALS ...understand the relation of personal health habits and cleanliness to maintaining a job ...understand the relationship of a balanced life -- work, play, rest-- to physical fitness ...assume responsibility for personal health ...extend knowledge and practice of first aid to work experience program ...understand effects of tobacco, alcohol, drugs on work ...learn costs of good grooming ...learn value of good grooming in regards to work experience program ...understand that good health habits aid income ...practice marketing and meal preparation ...prepare and serve many types of food ...learn relationship between balanced meals, body weight and optimum health

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	
GOALS ...recognize purposes of health examination ...learn about the services of the Public Health Department ...learn how to prevent the spread of communicable diseases ...find out about community health facilities and services ...help care for sick at home ...learn types of medical care available (specialists)	GOALS ...know how to budget for health needs ...understand why we have health and life insurance ...find out percent of income spent on health needs ...recognize and practice need for daily grooming routine, cleanliness, etc. ...follow doctor's instruction for personal health ...learn value of good grooming in regards to personal health and social acceptance ...learn the medical fields of specialization and how they help us ...understand dangers of alcohol, drugs, and narcotics	GOALS ...learn abou (costs, he ...use commun if needed ...learn that health ...expand are insurance ...develop sa relationsh ...develop a capabiliti ...expand kno and narcot ...expand kno facilities

HEALTH (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
ealth s of the t e spread s y health ome care	GOALS ...know how to budget for health needs ...understand why we have health and life insurance ...find out percent of income spent on health needs ...recognize and practice need for daily grooming routine, cleanliness, etc. ...follow doctor's instruction for personal health ...learn value of good grooming in regards to personal health and social acceptance ...learn the medical fields of specialization and how they help us ...understand dangers of alcohol, drugs, and narcotics	GOALS ...learn about eating away from home (costs, health standards, etc.) ...use community health services if needed ...learn that laws exist to protect health ...expand area of health and life insurance ...develop satisfactory interpersonal relationships ...develop a good concept of his capabilities, talents and interests ...expand knowledge of alcohol, drugs, and narcotics ...expand knowledge of doctors, health facilities, etc.

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S G
THINGS TO DO Use community resource people	THINGS TO DO Use school personnel (Nurse, Doctor, etc.)	THINGS TO DO Use personnel programs (nur
Discuss actual life situations	Panel discussion on health services available	Discuss healt
Keep individual record of daily diet for a week	Bulletin board on the various medical fields	Plan well bal
Plan, prepare, and serve a well-balanced meal	Do a paper on "How School Helps Me Keep Fit"	Discuss keepi to job perfor
Develop a list of well-balanced meals for a family	Collect data on the various types of health and life insurance	Do bulletin b grooming and
Make charts and posters on grooming	Do a "Before and After"poster on good grooming	Make a chart services
Prepare a good grooming kit (girls)	Set up a good grooming routine for a teenager (Boy or Girl)	Make marketing meals for a w
Have boys and girls prepare a manicure kit	Use models and posters of the human body from P. E. department	Keep check on
Demonstrate proper way of shampooing hair (girls)	List all of the ways to keep your home healthy	Plan week's m overweight
Prepare a kit of basic first-aid needs	Scrapbook or recipe file of balanced menus	Participate i class
Equip a shoe shine kit (make it too)	Survey and study particular teenage health problems (acne, oily skin, etc.)	Plan week's m
Use map - locate health services available in local community	Complete the following sentence in 25 words or less - "When I am running a temperature I should....	Plan week's m problem (low
Can fruit and vegetables		Make compariso eating at home
Make preserves and jellies		
Make health charts and posters		

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
ople tions daily diet a well- lanced meals n grooming it (girls) re a shampooing rst-aid needs ke it too) ervices ity s ters	THINGS TO DO Use school personnel (Nurse, Doctor, etc.) Panel discussion on health services available Bulletin board on the various medical fields Do a paper on "How School Helps Me Keep Fit" Collect data on the various types of health and life insurance Do a "Before and After"poster on good grooming Set up a good grooming routine for a teenager (Boy or Girl) Use models and posters of the human body from P. E. department List all of the ways to keep your home healthy Scrapbook or recipe file of balanced menus Survey and study particular teenage health problems (acne, oily skin, etc.) Complete the following sentence in 25 words or less - "When I am running a temperature I should....	THINGS TO DO Use personnel in work experience programs (nurse, etc.) Discuss health on the job Plan well balanced meals for a week Discuss keeping healthy in relationship to job performance Do bulletin boards on health, good grooming and well balanced meals Make a chart showing community health services Make marketing list after planning meals for a week (Month, etc.) Keep check on weight and height Plan week's menu for someone overweight Participate in regular homemaking class Plan week's menu for someone underweight Plan week's menu for special dietary problem (low sodium, diabetes) Make comparisons of eating out and eating at home (balanced? costs?, etc.)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S G
THINGS TO DO Make a project out of simple home repairs Prepare a notebook on proper care of kitchen, bed and bedding, etc. Make list of communicable diseases - (name, symptoms, incubation period, etc.) Make notebook on effects of alcohol, drugs, and narcotics Make a listing of all of the diseases that can be prevented through vaccines Participate in regular homemaking class	THINGS TO DO Invite someone from the Public Health Department to talk to the class Discuss measures to be taken if there is illness in the home Make posters on alcohol, drugs and narcotics Discuss why we have preventative medicine (vaccines, inoculations, etc.) Participate in regular homemaking classes	THINGS TO DO Dramatize firs Discuss measur there is sudde Discuss good g ship to job pe Bring in curre drugs and narc Panel discussi have preventat community work

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
le home er care g, etc. diseases - n period, f alcohol, ne diseases ugh vaccines emaking class	THINGS TO DO Invite someone from the Public Health Department to talk to the class Discuss measures to be taken if there is illness in the home Make posters on alcohol, drugs and narcotics Discuss why we have preventative medicine (vaccines, inoculations, etc.) Participate in regular homemaking classes	THINGS TO DO Dramatize first aid procedures Discuss measures to be taken if there is sudden illness on the job Discuss good grooming in relationship to job performance Bring in current events on alcohol, drugs and narcotics Panel discussion on why we should have preventative medicine in the community work experience program

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	G
Foods for Strong Bodies	Planning Meals for My Family	Local Hospita
Planning Healthful Meals	Food Families	Doctors and S
Keep Physically Fit	Keeping Healthy for Work	A Balanced Li
First Aid	My Body	My Personal H
Effects of Drugs, Alcohol, Tobacco on the Body	Warnings of Illness	First Aid on
Good Health Habits	Community Health Services	Grooming on t
Me and My Body	Good Diet and You!	Money for Goo
The Doctor	First Aid Emergency	Buying for a
Sick Care at Home	Exercise Is Good For You!	Balanced Meal
Communicable Diseases	Budgeting for Health Needs	Special Diets
Our Community Health Facilities	Daily Health Routine	Health Laws
Emergency!	How Drugs, Alcohol and Tobacco Effect Me	Health and Jo
		Alcohol, Drug Your Job

SUGGESTED TOPIC AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades 11-12
	Planning Meals for My Family	Local Hospital
	Food Families	Doctors and Specialists
	Keeping Healthy for Work	A Balanced Life
	My Body	My Personal Health
Tobacco	Warnings of Illness	First Aid on the Job
	Community Health Services	Grooming on the Job
	Good Diet and You!	Money for Good Grooming
	First Aid Emergency	Buying for a Family
	Exercise Is Good For You!	Balanced Meals
	Budgeting for Health Needs	Special Diets
	Daily Health Routine	Health Laws
ities	How Drugs, Alcohol and Tobacco Effect Me	Health and Job Performance
		Alcohol, Drugs, Narcotics and Your Job

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	CA 17 Gr
GOALS ...play in group or teams ...play individually ...use developmental physical exercises that reflect the changing physiology of the pupil ...improve coordination ...work on the attainment of good posture ...learn folk and social dancing rhythms ...participate in regular P. E. program ...participate in organized play within the immediate neighborhood	GOALS ...develop ability to participate in dancing and musical activities ...participate in regular P. E. and physical development program ...recognize what is available in recreational activities ...develop leisure time skills ...participate in group games with emphasis on simple skills ...develop skill enough to participate in an extra curricular group (homemaking club, sports interest group, etc.)	GOALS ...participat games with (Regular ...develop a physical bution to ...develop a personal to occupa ...understand time) as ...actual pa curricular club, spo
THINGS TO DO Learn leisure time sports and activities where sharing is important Take part in group games and activities emphasizing team work Learn folk dances relative to holiday celebrations Learn posture exercises Learn relaxation exercises	THINGS TO DO Learn more complicated folk dances, square dances, etc.. Learn more difficult group games emphasizing team work Learn new posture and relaxation exercises Take part in noon time recreational activities	THINGS TO DO Help younger individual a Teach a young Find recreat best suit ea Participate school recre Discuss why school day

PHYSICAL DEVELOPMENT

d above	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades 11-12
ical exercises ing physiology	GOALS ...develop ability to participate in dancing and musical activities ...participate in regular P. E. and physical development program ...recognize what is available in recreational activities	GOALS ...participate in athletic group games with emphasis on team play (Regular P. E.) ...develop an active interest in physical activities as a contribution to occupational goals
of good dancing P. E. program d play within ood	...develop leisure time skills ...participate in group games with emphasis on simple skills ...develop skill enough to participate in an extra curricular group (homemaking club, sports interest group, etc.)	...develop an active interest in personal fitness as a contribution to occupational goals ...understand recreation (or leisure time) as related to work ...actual participation in extra curricular group (4H, homemaking club, sports interest group, etc.)
and activities nd activities to holiday	THINGS TO DO Learn more complicated folk dances, square dances, etc. Learn more difficult group games emphasizing team work Learn new posture and relaxation exercises Take part in noon time recreational activities	THINGS TO DO Help younger children develop individual and team skills Teach a younger group simple exercises Find recreational activities which best suit each individual Participate in noon time and after school recreational programs Discuss why we have "breaks" in our school day

PHYSICAL DEVELOPMENT (Continued)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gr
THINGS TO DO Learn social dancing Take part in intramural sports activities Develop recreational and leisure time activities with the family group Discussion on why we have P. E. classes and recess time in the school programs Calisthentics Gymnastics and Tumbling Basketball Football Baseball Bowling - individual Swimming - individual Archery - individual	THINGS TO DO Find out what is available in recreational activities in the community (YMCA, YWCA, etc.) Develop skill so that participation "on the class team" is possible Discuss good posture as related to good health. Calisthentics Gymnastics and Tumbling Basketball Football Baseball Bowling - individual and on team Swimming - individual and on team Archery - individual and on team Golf	THINGS TO DO Develop skill "on the school Discuss good p to the vocatio Calisthentics Gymnastics and Basketball Football Baseball Bowling - indi Swimming - ind Archery - indi Golf

PHYSICAL DEVELOPMENT (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
orts isure time group . E. classes ol programs	THINGS TO DO Find out what is available in recreational activities in the community (YMCA, YWCA, etc.) Develop skill so that participation "on the class team" is possible Discuss good posture as related to good health Calisthentics Gymnastics and Tumbling Basketball Football Baseball Bowling - individual and on team Swimming - individual and on team Archery - individual and on team Golf	THINGS TO DO Develop skill so that participation "on the school team" is possible Discuss good posture as related to the vocational world Calisthentics Gymnastics and Tumbling Basketball Football Baseball Bowling - individual and on team Swimming - individual and on team Archery - individual and on team Golf

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	G
Recreational Games	Leisure Time Skills	Physical Deve
Dancing for Fun	Recreational Activities	Leisure Time
Folk Dances Around the World	Folk Dancing	Recreational
Group Games	Social Dancing	Good Posture
Team Games	Good Posture at All Times	Folk and Soci
Organizing Games	Organizing Group and Team Games	Participation Activities
Good Posture	Extra Curricular Activities	

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	Leisure Time Skills	Physical Development and My Job
	Recreational Activities	Leisure Time and My Job
d	Folk Dancing	Recreational Activities and My Job
	Social Dancing	Good Posture on the Job
	Good Posture at All Times	Folk and Social Dancing
	Organizing Group and Team Games	Participation in Extra-curricular Activities
	Extra Curricular Activities	

SAFETY

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	S CA 17 Gr
GOALS	GOALS	GOALS
...recognize and correct dangerous situations	...continue to recognize and correct dangerous situations	...correct an in the com home
...prevent accidents in the home, school and community	...continue to prevent accidents in the home, school and community	...act on fir with no in
...utilize community services and personnel concerned with safety	...act on fire or emergency warnings with minimum instruction	...realize wh safe worke
...recognize general health hazards	...continue to improve swimming skills	...understand
...utilize fire prevention practices	...continue to develop an understanding and awareness of safety practices while hunting, fishing, etc.	safety pro by employe
...recognize good driver and pedestrian safety practices	...learn laws governing streets and highways. (Motor Vehicle Code)	...understand proper car factors
...understand hazards present while on the job (moving machinery, carelessness, etc.)	...refine skill in ability to identify and inspect home for potential fire and safety hazard	...increase k rules in o ment in wo
...travel about safely in his community	...increase knowledge of first aid procedures	...become mor pating pot
...become acquainted with the rules and regulations in Motor Vehicle Code	...accept personal responsibility for own safety	...think and emergencie
...inspect and identify home for potential fire and safety hazards	...use provisions for safety at school	...obtains dr
...use the telephone to call the fire or police for assistance	...recognize an emergency and turn to the proper source for assistance	...receive dr
...know information to give in case of emergency at school	...understand and practice driver and pedestrian safety practices	...understand prevention community

above	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
ngerous home, es and safety hazards practices d ces nt while on y, ls e rules and icle Code for poten- rds the fire or in case of	GOALS ...continue to recognize and correct dangerous situations ...continue to prevent accidents in the home, school and community ...act on fire or emergency warnings with minimum instruction ...continue to improve swimming skills ...continue to develop an understanding and awareness of safety practices while hunting, fishing, etc. ...learn laws governing streets and highways. (Motor Vehicle Code) ...refine skill in ability to identify and inspect home for potential fire and safety hazard ...increase knowledge of first aid procedures ...accept personal responsibility for own safety ...use provisions for safety at school ...recognize an emergency and turn to the proper source for assistance ...understand and practice driver and pedestrian safety practices	GOALS ...correct any potential danger area in the community, on the job or at home ...act on fire or emergency warnings with no instruction (own initiative) ...realize why an employer looks for a safe worker ...understand importance of knowing safety procedures established by employer ...understand that training in use and proper care of equipment are safety factors ...increase knowledge of first aid rules in order to practice treatment in work experience program ...become more skillful in anticipating potential accident areas ...think and act quickly in all emergencies ...obtains driver training ...receive driver's license ...understand and practice accident prevention in the home, in the community and on the job

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gr
GOALS ...understand hazards of school equipment	GOALS ...become acquainted with driver education classes	GOALS ...recognize Defense and
...understand and observe school safety rules on streets and school grounds	...accept more responsibility for safety of other members of the family	...understand for a speci
...know where to find emergency telephone numbers	...develop ability to seek information about safety procedures (magazine, newspaper, National Safety Council)	...understand aid to inc
...realize importance of improving swimming skills (floating, swimming, tread water, etc.)	...learn the important things that the community does for the safety of people	...learn to c drugs and in accident
...realize importance of safety precautions when fishing, hunting, boating	...respect people in authority	...take pride pedestrian
...know proper use, selection and potential dangers of cosmetics and medications	...understand importance of operating vehicles (or machines) in proper manner to prevent accidents	...learn to a ...continue t to give or
...become acquainted with simple first aid rules	...continue growth in swimming precautions and skills	...understand clothing a
...learn about bicycle, boat and motor bicycle rules and hazards	...learn to give artificial respiration	...realize th injuries i
...know common natural hazards (poison ivy, poison oak, poisonous snakes and spiders)	...increase ability to read signs, rules, etc.	...understand job is a s
...understand hazards in crowds and play	...learn a survival-floating method	...take self in on the
...understand dangers in wrong attitudes in behavior (don't take foolish dares, etc.)	...take self-tests to check ability in safety: bicycle safety, pedestrian safety, auto safety, etc.	

SAFETY (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	GOALS	GOALS
chool	...become acquainted with driver education classes	...recognize functions of Civil Defense and Red Cross
school safety ool grounds	...accept more responsibility for safety of other members of the family	...understand safety precautions for a specific job
ency	...develop ability to seek information about safety procedures (magazine, newspaper, National Safety Council)	...understand safety habits as an aid to income
proving g, swimming,	...learn the important things that the community does for the safety of people	...learn to consider alcoholic drinks, drugs and narcotics as factors in accidents
fety , hunting,	...respect people in authority	...take pride in being a careful pedestrian and driver
on and metics	...understand importance of operating vehicles (or machines) in proper manner to prevent accidents	...learn to act as lifeguard
imple first	...continue growth in swimming precautions and skills	...continue to improve in ability to give oral resuscitation
t and motor s	...learn to give artificial respiration	...understand need for safe clothing at work
rds (poison us snakes	...increase ability to read signs, rules, etc.	...realize the importance of reporting injuries immediately
	...learn a survival-floating method	...understand that interest in your job is a safety factor
owds and play	...take self-tests to check ability in safety: bicycle safety, pedestrian safety, auto safety, etc.	...take self tests to check ability in on the job safety
ong attitudes foolish		

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	G
THINGS TO DO Make chart illustrating fire and accident hazards	THINGS TO DO Give students practice in reading safety signs and words	THINGS TO DO List the many carelessness, "horseplay", mental condit
Keep a safety rules notebook	Add to safety signs - have student explain why a word has been added	Discuss the m job accidents
Make scrapbook of cars showing safety measures	Discuss the various safety signs, pointing out that following such directions might save a life	Have a class
Report on safety current events in newspapers	Make posters to illustrate safety rules	Participate i poster contes
Plan safety bulletin board	Make a "Safety at Home" notebook - (use magazine pictures)	Inspect cars Bring in list
Make fire prevention posters	Make up self-tests on bicycle safety, pedestrian safety, auto safety, etc.	Make a scrapb dress for var (Use magazine
Make fire prevention and safety slogans	Visit community facilities where safety is stressed (public pool, etc.)	Make up self safety
Dramatize first aid procedures	Visit Department of Motor Vehicles	Take driver t
Discuss safety precautions used for classroom, shops, corridors and playgrounds	Invite P. E. instructor to talk to group about water safety	Discuss why w care of the t
Construct relief map illustrating the various road conditions and signs drivers meet	Do a bulletin board: "Summer Fun is Safe Fun"	Illustrate wh work areas ne
Do individual and group reports on home accidents	Have fireman tell class about how they respond to a fire alarm	Do a bulletin on the Job"
Have debate on any controversial school rules		

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
e and k ing safety ents in s fety slogans res used for and play- rating the signs orts on rsial school	THINGS TO DO Give students practice in reading safety signs and words Add to safety signs - have student explain why a word has been added Discuss the various safety signs, pointing out that following such directions might save a life Make posters to illustrate safety rules Make a "Safety at Home" notebook - (use magazine pictures) Make up self-tests on bicycle safety, pedestrian safety, auto safety, etc. Visit community facilities where safety is stressed (public pool, etc.) Visit Department of Motor Vehicles Invite P. E. instructor to talk to group about water safety Do a bulletin board: "Summer Fun is Safe Fun" Have fireman tell class about how they respond to a fire alarm	THINGS TO DO List the many causes for accidents: carelessness, lack of knowledge, "horseplay", poor physical and mental condition, etc. Discuss the many causes of on the job accidents Have a class safety poster contest Participate in school safety poster contest Inspect cars of family members. Bring in list of needed safety repairs Make a scrapbook of proper and safe dress for various types of occupations (Use magazine pictures) Make up self tests for on the job safety Take driver training course Discuss why we should take proper care of the tools we work with Illustrate why we should keep our work areas neat and clean Do a bulletin board on "First Aid on the Job"

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gr
THINGS TO DO Use disconnected telephone to call police, report emergency, etc. Make a list of safety "DO and DON'T" for school, home, etc. Demonstrate how to use flammable materials, chemicals, etc. Take turns telling about "The safest way home for me is ..." Visit the police station. Dramatize crossing railroad tracks, riding bicycle, correct pedestrian behavior, etc.	THINGS TO DO Make an emergency first aid file. Have school nurse talk to group about first aid. Discuss what to do in an electrical storm Panel discussion on pedestrian safety and driver safety Have local sportsman visit class and talk about the safety rules of hunting and fishing Participate in regular P.E. swimming program	THINGS TO DO Bring in copi discuss in cl Discuss what earthquake, f Panel discuss work experien Make a list o numbers to ca Discuss what accident

SAFETY (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
to call etc. nd DON'T" for mable he safest tracks, estrian	THINGS TO DO Make an emergency first aid file. Have school nurse talk to group about first aid. Discuss what to do in an electrical storm Panel discussion on pedestrian safety and driver safety Have local sportsman visit class and talk about the safety rules of hunting and fishing Participate in regular P.E. swimming program	THINGS TO DO Bring in copies of the vehicle code - discuss in class Discuss what to do in case of earthquake, flood, etc. Panel discussion on safety in the work experience program Make a list of emergency telephone numbers to carry in wallet or purse Discuss what to do in case of an accident

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	G
Driver Education	Safety and Your Community	Making Your J
Safety First	Safety at Home	Be a Safe Dri
Hazards at Home	Safety on Campus	A Safety Chec
Watching For Danger	Hazards on the Job	Work Experien
Fire Prevention	Accident Prevention	Accidents - W
Be a Good Pedestrian	Where to Go For Help	Potential Dan
Safety at School	Safety and My Family	How to Have a
Vacation Safety	Looking Forward to Driver's Education	Pedestrian Sa
The Telephone in an Emergency	Water Safety	Safety First
Understanding the Motor Vehicle Code	Signs for Safety	Civil Defense
People Who Help in an Emergency	Taking Care of Myself	Red Cross

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	Safety and Your Community	Making Your Job Safe
	Safety at Home	Be a Safe Driver
	Safety on Campus	A Safety Check-List
	Hazards on the Job	Work Experiences Emergency Procedures
	Accident Prevention	Accidents - What Cause Them?
	Where to Go For Help	Potential Danger Areas
	Safety and My Family	How to Have a Safe Vacation
	Looking Forward to Driver's Education	Pedestrian Safety
ncy	Water Safety	Safety First - Last and Always!
hicle Code	Signs for Safety	Civil Defense
gency	Taking Care of Myself	Red Cross

ORAL LANGUAGE ARTS SKILLS
(Listening and Speaking)

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	S CA 17 Gr
GOALS ...develop finer awareness of sound of letters, combinations of letters and meanings of words	GOALS ...develop the vocabulary necessary to perform satisfactorily on a job	GOALS ...refine and to communic
...stress complete word endings and sentences	...discriminate between truth and fallacy in advertising	...apply liste skills in o vocational
...listen to oral instruction	...emphasize the proper use of the telephone	...develop abi questions a answers wit
...give oral instruction	...relate experiences in an orderly sequence	
...develop good listening habits	...build a functional speaking vocabulary by stressing the practical use in activities and common situations	...continue de speech patt sentences, and other l that are un
...expand informal communication vocabulary	...try to eliminate from the speech pattern common errors in grammar	...strengthen through pra of an inten toward the
...express feelings and emotions	...continue improvement in speech skills: articulation, voice, rhythm, inflection	...understand techniques
...use telephone properly	...continue development of conversation skills: using phone introductions, visiting with friends, applying for a job	...follow oral
...develop ability to express an idea clearly in such areas as number concepts, consumer buying, vocations, community living, government, current events, etc.	...give and follow instructions in detail, as needed for a job	...encourage t courteous s
...development and frequent use of oral language in informal and structured situations	...realize that the ability to speak effectively and communicate with others is vital to success in life	...refine and ability to
...identify himself with and enjoy a story (movie, T.V., etc.)		

ORAL LANGUAGE ARTS SKILLS
(Listening and Speaking)

above	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
of sound of letters and ings and on abits ation tions ss an idea number g, vocations, ment, use of oral structured d enjoy a)	GOALS ...develop the vocabulary necessary to perform satisfactorily on a job ...discriminate between truth and fallacy in advertising ...emphasize the proper use of the telephone ...relate experiences in an orderly sequence ...build a functional speaking vocabulary by stressing the practical use in activities and common situations ...try to eliminate from the speech pattern common errors in grammar ...continue improvement in speech skills: articulation, voice, rhythm, inflection ...continue development of conversation skills: using phone introductions, visiting with friends, applying for a job ...give and follow instructions in detail, as needed for a job ...realize that the ability to speak effectively and communicate with others is vital to success in life	GOALS ...refine and build on pupil's ability to communicate with others ...apply listening and speaking skills in on-campus and off-campus vocational experiences ...develop ability to ask suitable questions and give appropriate answers within the larger community ...continue development of ability in speech patterns, talking in sentences, understanding meanings and other linguistic abilities that are underdeveloped ...strengthen any areas of weakness through practical experience of an intensive nature directed toward the world of work ...understand proper interviewing techniques ...follow oral directions step by step ...encourage the development of courteous speech habits on the job ...refine and build on pupil's ability to speak effectively

ORAL LANGUAGE ARTS SKILLS (continued)
(Listening and Speaking)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gr
GOALS ...show selectivity in entertainment such as T.V., records, etc. ...speak before his peers pleasantly, courteously, clearly and with ease ...build a listening vocabulary ...identify common errors in grammar found in the speech pattern	GOALS ...locate any areas of weakness through practical experiences of an intensive nature directed toward the world of work	GOALS ...encourage t telephone m at work
THINGS TO DO Plan a class T.V. program relative to current events or school activities Project: construct telephone directory of friends, relatives, community services Make tape recordings of short talks and evaluate Listen for style in familiar poems and jingle Make a bulletin board display of favorite television personalities Take part in student government, assemblies, clubs, student body affairs Dramatize interview Report on actual interview	THINGS TO DO Plan a discussion on T.V. programs best liked by group Conduct class government meetings Take turns giving directions to various places within the school Dramatize good speech in an interview as opposed to poor speech in an interview Use disconnected telephones - illustrate proper telephone manners Demonstrate how something works - use diagrams, sketches, models, blackboard or actual object Provide many conversational activities	THINGS TO DO Give students series of oral Take turns giv places in town Discuss how go good impressio value in getti Have students going to help the job and di Provide many o speeches by st Sequence game: have students Use tape recor evaluate inter etc.

ORAL LANGUAGE ARTS SKILLS (continued)
(Listening and Speaking)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
ertainment etc. pleasantly, d with ease ulary in grammar tern relative to ctivities one directory munity ort talks ar poems lay of alities nment, body affairs	GOALS ...locate any areas of weakness through practical experiences of an intensive nature directed toward the world of work THINGS TO DO Plan a discussion on T.V. programs best liked by group Conduct class grovernment meetings Take turns giving directions to various places within the school Dramatize good speech in an interview as opposed to poor speech in an interview Use disconnected telephones - illustrate proper telephone manners Demonstrate how something works - use diagrams, sketches, models, blackboard or actual object Provide many conversational activities	GOALS ...encourage the development of good telephone manners at home or at work THINGS TO DO Give students practice in following a series of oral directions Take turns giving directions to various places in town (movies, drive-ins) Discuss how good speech helps create a good impression and therefore is of value in getting and keeping a job Have students assume that they are going to help "break-in" a novice on the job and direct them accordingly Provide many opportunities for short speeches by students Sequence game: give jumbled up facts - have students retell in correct order Use tape recorder to dramatize and evaluate interviews, telephone manners, etc.

ORAL LANGUAGE ARTS SKILLS (continued)
(Listening and Speaking)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gra
THINGS TO DO Practice making introductions Evaluate classroom and school activities Read orally-choral speaking Give directions for the class to follow Demonstrate how to use the telephone properly	THINGS TO DO Record voices on tape - play back to show where improvement is needed Write own interviews and dramatize Have work experience counselor talk to the class about interviews	THINGS TO DO Make check lis

ORAL LANGUAGE ARTS SKILLS (continued)
(Listening and Speaking)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
ons ool activities ss to follow telephone	THINGS TO DO Record voices on tape - play back to show where improvement is needed Write own interviews and dramatize Have work experience counselor talk to the class about interviews	THINGS TO DO Make check lists for job interviews

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gra
Vocabulary for Teenagers	Proper Use of the Telephone	The Telephone
Our Own T. V. Programs	Building My Vocabulary	Building a Wor lary
Be a Good Listener	Practical Language	Conversation o
Be a Good Speaker	Conversation and You	The Interview
Making Myself Understood	Successful Speaking	Good Telephone
Listening for Mistakes	Correcting my Mistakes	How to Correct Speech
Expressing Myself	Telling a Story	Asking Good Qu
	Common Errors	

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	Proper Use of the Telephone	The Telephone for Business
	Building My Vocabulary	Building a Work Experience Vocabulary
	Practical Language	Conversation on the Job
	Conversation and You	The Interview and You
	Successful Speaking	Good Telephone Manners at Home
	Correcting my Mistakes	How to Correct Common Errors in Speech
	Telling a Story	Asking Good Questions
	Common Errors	

WRITTEN LANGUAGE ARTS SKILLS
(Reading and Writing)

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SE CA 17 Gra
GOALS ...expand and enrich functional reading ...read for protection ...read for instructions ...read for general information ...use legible cursive writing ...stress independent words and comprehension ...increase proficiency in grammar and spelling ...write simple descriptions, letters and summaries ...understanding at the individual's own reading level ...use the newspaper ...increase enjoyment in reading ...develop ability to fill in school forms and general applications ...utilize spelling and writing skills in many practical situations ...develop skill in writing simple letters and addressing envelopes	GOALS ...develop ability to fill out forms, order blanks, questionnaires, etc. ...develop ability to use resource materials such as handbook, instructional sheets, etc. ...develop spelling skills drawn from commonly used or needed words ...read functional materials for protection and information ...be able to spell commonly used words ...improve dictionary skills, map skills, etc. ...become more skillful in cursive and manuscript writing ...begin to use written lists, notices, labels, etc. ...begin to fill in sample forms, applications, etc. ...understand ways to choose reading material suited to ability ...expand skills in reading safety signs, labels, etc.	GOALS ...use the voca special inte reading and ...extend effic reading skil occupational relations, e ...develop read rules, notic and forms, c transportati ...develop a sp commensurate vocabulary ...develop abil in creative ...continue to ...work to enla ...strengthen a through inte experiences ...practice in notices, lab ...develop skil forms and ap

WRITTEN LANGUAGE ARTS SKILLS
(Reading and Writing)

bove	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
onal reading tion ing rammar , letters vidual's ding n school tions ing skills ons simple velopes	GOALS ...develop ability to fill out forms, order blanks, questionnaires, etc. ...develop ability to use resource materials such as handbook, instructional sheets, etc. ...develop spelling skills drawn from commonly used or needed words ...read functional materials for protection and information ...be able to spell commonly used words ...improve dictionary skills, map skills, etc. ...become more skillful in cursive and manuscript writing ...begin to use written lists, notices, labels, etc. ...begin to fill in sample forms, applications, etc. ...understand ways to choose reading material suited to ability ...expand skills in reading safety signs, labels, etc.	GOALS ...use the vocabulary of jobs of special interest to the pupil in reading and writing ...extend efficiency in using the reading skills in homemaking, occupational education, societal relations, etc. ...develop reading skills involving rules, notices, job situations and forms, communication devices, transportation facilities, etc. ...develop a spelling vocabulary commensurate with written vocabulary ...develop ability to put down thoughts in creative stories and accounts ...continue to develop map skills ...work to enlarge reading vocabulary ...strengthen any areas of weakness through intensive practical experiences toward the world of work ...practice in practical written lists, notices, labels, etc. ...develop skill in filling in real forms and applications

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gr
GOALS ...begin to use dictionary as an aid to written expression ...expand vocabulary to include occupational terms ...be able to read simple maps and charts ...maintain and improve independent word attack skills ...develop a functional use of writing words, phrases, and sentences for daily experiences ...continue development of ability in using skills on reading material outside of school: signs, directions, names, etc.	GOALS ...expand reading skills in practical situations ...develop ability to write simple notes, messages, letters, etc. ...learn to type ...continue to use reading skills outside of school ...read and use the local newspaper (movie adds, TV section, etc.) ...maintain and develop further word attack skills needed individually (meaning clues, configuration, structural and phonetic)	GOALS ...expand choi on ability enrichment classics a ...apply readi employment ...expand read situations ...expand use for informa ...develop har purpose (si
THINGS TO DO Use dictionaries, various directories, reference books Use newspapers, weekly readers and recipe books Develop class spelling lists of words that have interest and meaning (basic service words, job applications, community words) Make booklets and word files	THINGS TO DO Devise lists of synonyms for specific words: job trade, vocation-occupation Make up simple crossword puzzles for increasing word power Study words with nearly the same meanings Devise written exercises that will require the use of new or unusual words	THINGS TO DO Use words in p in determining Develop interp giving illustr experience Discuss the me or figures of you leap") Apply facts to in writing sim

WRITTEN LANGUAGE ARTS SKILLS (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
as an aid to lude aps and ependent of writing ences for ability in material s, directions, irectories, ers and s of words ing (basic ions, s	GOALS ...expand reading skills in practical situations ...develop ability to write simple notes, messages, letters, etc. ...learn to type ...continue to use reading skills outside of school ...read and use the local newspaper (movie adds, TV section, etc.) ...maintain and develop further word attack skills needed individually (meaning clues, configuration, structural and phonetic) THINGS TO DO Devise lists of synonyms for specific words: job trade, vocation-occupation Make up simple crossword puzzles for increasing word power Study words with nearly the same meanings Devise written exercises that will require the use of new or unusual words	GOALS ...expand choice of reading materials on ability level (for pleasure, enrichment, magazines adapted classics and poetry) ...apply reading skills needed for employment (newspaper) ...expand reading skills in occupational situations ...expand use of the local newspaper for information, current events ...develop handwriting for a real purpose (signing pay check) THINGS TO DO Use words in phrases to assist students in determining correct meaning Develop interpretative skills by giving illustrations of own experience Discuss the meanings of common idioms or figures of speech (ie, "look before you leap") Apply facts to students own experience in writing simple stories, essays, etc.

WRITTEN LANGUAGE ARTS SKILLS (Continued)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gr
THINGS TO DO Write class stories Practice in simple social correspondence Practice in business letters and forms (applications, mail orders, money orders, etc.) Write short talk for taping Write out the directions for a class project (or individual project) Fill out simple application form Develop simple sentences and paragraphs relative to the units being studied	THINGS TO DO Use the school student handbook as a basis for daily work Extend vocabulary through associating words of similar meaning and opposite meaning Make up forms, order blanks, questionnaires, etc. Practice filling them out Become familiar with reading materials which are available on the student's level of ability Have the student skim and read for details from a prepared reading lesson	THINGS TO DO Make up own re with units of (words, phrase paragraphs an Make vocabular vocational, co these words in Write specific particular wor activity Put directions sequence from directions for

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
rs and forms , money r a class ject) form d paragraphs studied	THINGS TO DO Use the school student handbook as a basis for daily work Extend vocabulary through associating words of similar meaning and opposite meaning Make up forms, order blanks, questionnaires, etc. Practice filling them out Become familiar with reading materials which are available on the student's level of ability Have the student skim and read for details from a prepared reading lesson	THINGS TO DO Make up own reading exercises dealing with units of different lengths (words, phrases, sentences, paragraphs and entire selections) Make vocabulary lists of homemaking, vocational, community words - use these words in sentences and stories Write specific directions for a particular work-experience activity Put directions in the proper sequence from a list of mixed-up directions for a familiar activity

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	G
Proper Social Correspondence	Choosing Reading Material	The Newspaper
The Newspaper	Reading Signs	Your Handwrit
Reading for Information	Simple Business Correspondence	Current Event
Reporting with Accuracy	Reading for Pleasure	Reading for Y
Practical Reading	The Newspaper and You	Writing for Y
Practical Writing	The Parts of the Newspaper	Apply Your Re
Practical Spelling	Forms and Applications	Spelling for
Building Your Vocabulary	Build Your Resource Library	Using All Res
Resource Materials	Spelling for Protection	Work Experien
The Dictionary	Using the Dictionary	Words for the
Maps and Charts	Using the Library	
The Library		

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
ce	Choosing Reading Material	The Newspaper and Your Job
	Reading Signs	Your Handwriting
	Simple Business Correspondence	Current Events
	Reading for Pleasure	Reading for Your Occupation
	The Newspaper and You	Writing for Your Occupation
	The Parts of the Newspaper	Apply Your Reading Skills!
	Forms and Applications	Spelling for Your Job
	Build Your Resource Library	Using All Resource Materials
	Spelling for Protection	Work Experience Vocabulary
	Using the Dictionary	Words for the World of Work
	Using the Library	

NUMBER CONCEPTS

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SE CA 17 Gr
GOALS ...expand the knowledge, skills and use of the four basic methods of arithmetic ...review fundamentals in actual problem solving of life-like situations ...use measurements of all kinds and understand the relationship of numbers to the various methods of measurement ...introduce and develop elementary fractions, simple decimals and percentage ...develop time and distance ...increase social competence in dealing with problems relating to time and distance, reading and writing numbers ...expand knowledge and skills in using money ...learn to make up a simple budget ...introduce time schedules for travel and number systems on street signs, etc. ...expand number concept vocabulary (location, distance, comparison, time, etc.)	GOALS ...continue to expand the knowledge, skills and use of the four basic methods of arithmetic ...continue to review fundamentals in actual problem solving in life-like situations ...expand the use of measurements and value concepts relating to travel, buying food for the home, etc. ...develop ability to solve number problems ...develop increased ability to deal with homemaking and occupational aspects of arithmetic through cooking, sewing, shop activities, games, buying, saving and earning money ...learn to compute salaries and make up a budget ...develop time schedules for classes for travel and number systems on street signs, etc. ...utilize and refine a number concept vocabulary	GOALS ...refine all skills and methods of demands of ...learn to so problems de situations ...learn to us cash checks checking an ...learn about precautions management ...learn to ap with homema aspects of cooking, se games, buyi money ...utilize sal work experi ...apply time ...expand abil estimate so dealing wit relationshi

NUMBER CONCEPTS

ove	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
lls and use of tual problem ations inds and ip of numbers measurement mentary s and e in dealing time and ting ls in budget for travel eet signs, etc. abulary arison, time,	GOALS ...continue to expand the knowledge, skills and use of the four basic methods of arithmetic ...continue to review fundamentals in actual problem solving in life-like situations ...expand the use of measurements and value concepts relating to travel, buying food for the home, etc. ...develop ability to solve number problems ...develop increased ability to deal with homemaking and occupational aspects of arithmetic through cooking, sewing, shop activities, games, buying, saving and earning money ...learn to compute salaries and make up a budget ...develop time schedules for classes for travel and number systems on street signs, etc. ...utilize and refine a number concept vocabulary	GOALS ...refine all previous knowledge, skills and use of the four basic methods of arithmetic within the demands of practical living ...learn to solve the most practical problems dealing with common situations ...learn to use a checking account, cash checks, deposit money for checking and savings, etc. ...learn about credit buying and precautions and wise money management ...learn to apply the ability to deal with homemaking and occupational aspects of arithmetic through cooking, sewing, shop activities, games, buying, saving and earning money ...utilize salary and budget learnings work experience program ...apply time schedules for travel, etc. ...expand ability to generalize and estimate solutions to problems dealing with quantitative relationships

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gr
GOALS ...introduce generalizing and estimating solutions to problems dealing with quantitative relationships ...understand how time, work and wages are related ...know the services that a bank can offer	GOALS ...develop ability to generalize and estimate solutions to problems dealing with quantitative relationships ...study in greater depth how time, work and wages are related ...understand paycheck deductions such as withholding taxes, social security, etc. ...expand and use some of the services offered by a bank	GOALS ...understand work and wa experience ...compute pay withholding in work ex
THINGS TO DO Take a field trip to a bank List services offered by the bank Make a bulletin board on banking services Use the telephone directory for numbers Make up problems from own experience Keep activity scores - compare, find differences Measure (and estimate) room, desks, doors, etc. Measure craft materials	THINGS TO DO Practice making out real deposit slips (figure total, etc.) Find out vital statistics and fill in practice application forms Figure out relationship of time and money earned (Make up problems) Make a bulletin board showing all of the different banks in the community Make up experience problems for the group to solve Practice budgeting and keep a fictional checking account	THINGS TO DO Deposit money checking acco Learn to make (keeping chec Budget own mo Figure out co and buying cl Fill out inco as problems Figure out sa experience

NUMBER CONCEPTS (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
nd estimating aling with ps k and wages bank can e bank nking services for numbers xperience are, find , desks,	GOALS ...develop ability to generalize and estimate solutions to problems dealing with quantitative relationships ...study in greater depth how time, work and wages are related ...understand paycheck deductions such as withholding taxes, social security, etc. ...expand and use some of the services offered by a bank THINGS TO DO Practice making out real deposit slips (figure total, etc.) Find out vital statistics and fill in practice application forms Figure out relationship of time and money earned (Make up problems) Make a bulletin board showing all of the different banks in the community Make up experience problems for the group to solve Practice budgeting and keep a fictional checking account	GOALS ...understand relationship of time, work and wages as applied to work experience ...compute paycheck deductions such as withholding taxes, social security in work experience program THINGS TO DO Deposit money earned by student in a checking account (savings, etc.) Learn to make out checks correctly (keeping check stubs, etc.) Budget own money Figure out costs for making clothes and buying clothes. Compare costs. Fill out income tax forms. Work as problems Figure out salaries for work experience

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	SE Gra
THINGS TO DO Practice in elementary business procedures (budgets, receipts, balancing accounts) Learn measurements in cooking. Make a chart to illustrate Do simple scale drawings Learn length of periods, time the different classes begin, etc. Compute costs of driving a car (license, upkeep, etc.) Compute cost of attending a school function Compute cost of lunch (week, month, etc.) Compare salaries of various occupations Figure out cost of a holiday meal as compared to a regular meal Tally votes in class election Cost of materials to make garment - different garment sizes, etc. Use the ruler, yardstick and tape measures in classroom activity problems	THINGS TO DO Pay for lunches and transportation (weekly, monthly, etc.) Compare costs of gasoline, oil, etc., in car upkeep Compare costs of attending a school function alone, with a friend, with a group Investigate and compare unemployment insurance, workers compensation, hospital and accident insurance, social security Figure out costs of materials for homemaking projects Figure out costs of materials for crafts projects or industrial arts projects Measure materials for craft projects. Compute how much needed for whole group Make a field trip to buy materials. Compare costs Make up problems comparing labor costs Learn time of different periods in high school Compare hourly, monthly, weekly salaries	THINGS TO DO Figure out sala or summer job Make a collecti booklets on une retirement. Ma problems with t Compare salarie community as co another communi Make out a budg up experience p Figure out cost attending schoo Make up problem Apply to the pu Make up problems costs Figure out hours hours in travel, Figure the propo recipes, giving Figure out sales sales tax charts

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
ness ts, balancing ng. Make a e the . ar school month, etc.) ccupations meal as ment - tape y problems	THINGS TO DO Pay for lunches and transportation (weekly, monthly, etc.) Compare costs of gasoline, oil, etc., in car upkeep Compare costs of attending a school function alone, with a friend, with a group Investigate and compare unemployment insurance, workers compensation, hospital and accident insurance, social security Figure out costs of materials for homemaking projects Figure out costs of materials for crafts projects or industrial arts projects Measure materials for craft projects. Compute how much needed for whole group Make a field trip to buy materials. Compare costs Make up problems comparing labor costs Learn time of different periods in high school Compare hourly, monthly, weekly salaries	THINGS TO DO Figure out salaries for part-time or summer job Make a collection of brochures and booklets on unemployment and retirement. Make up experience problems with them Compare salaries of jobs in one community as compared to jobs in another community Make out a budget for a family. Make up experience problems from this Figure out costs in dating and attending school functions Make up problems in installment buying. Apply to the pupil's own situation Make up problems related to car upkeep costs Figure out hours at home, hours at work, hours in travel, etc. Figure the proportions and make up own recipes, giving the basic ingredients Figure out sales taxes and learn to use sales tax charts

NUMBER CONCEPTS (Continued)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gr
THINGS TO DO Collect containers showing how we buy things (Dozen, case, carton, etc.) Make a bulletin board showing pints, quarts, gallon, teaspoon, tablespoon, cup and their fractions Compare costs of doing a job or having it done Measure distances in room. Pace distances in room - compare Measure and estimate the size of desk, etc. - Compare Tell time with a cooking timer Make a list of things sold by weight Make a T.V. schedule showing times of favorite programs Discuss installment buying Measure ingredients in cooking Explain how time is applied to cooking purposes	THINGS TO DO Compare hourly, monthly, weekly salaries Figure out how to double or triple or make one half of a recipe Use road maps and find the distances between cities Use cooking timer to tell time to the minute Make a bulletin board of things sold by weight. Learn abbreviations (Use actual food labels) Use a T.V. guide to read time Read and use telephone numbers Use kitchen scales to show simple weight	THINGS TO DO Compute time, per gallon, mi cost of a trip Use watch with time Use balance sc Read guages, s Use measures a (Count supplie items by numbe Do sample prob discount buyin

NUMBER CONCEPTS (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
ow we buy etc.) g pints, blespoon, or Pace e of desk, er y weight times of ng to cooking	THINGS TO DO Compare hourly, monthly, weekly salaries Figure out how to double or triple or make one half of a recipe Use road maps and find the distances between cities Use cooking timer to tell time to the minute Make a bulletin board of things sold by weight. Learn abbreviations (Use actual food labels) Use a T.V. guide to read time Read and use telephone numbers Use kitchen scales to show simple weight	THINGS TO DO Compute time, speed, distance, miles per gallon, miles per hour, total cost of a trip, etc. Use watch with a second hand to tell time Use balance scales to show exact weight Read guages, speedometer, thermometer Use measures and numbers on the job (Count supplies, stack items, record items by numbers, etc.) Do sample problems in installment and discount buying

SUGGESTED TOPICS AND TITLES OF EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gr
Banking and Saving	Review Four Basic Arithmetic Methods	Buying-consume
Practical Measurement	Problem Solving From Real Life	Practical Arit
Budgeting My Allowance	Budgeting for a Family	Arithmetic and
Computing and Comparing Costs	Solving Number Problems	Solving Everyd
Reviewing Our Arithmetic Skills	Arithmetic in Homemaking	Using the Bank
Money	Arithmetic in Shop	Managing Your
Time and Time Schedules	Earning and Saving Money	Banking Servic
Building a Number Concept Vocabulary	Scheduling Your Time	Applying Arith
Work and Wages	How the Bank Helps You	Your Paycheck
Reading and Writing Numbers		How Arithmetic

SUGGESTED TOPICS AND TITLES OF EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	Review Four Basic Arithmetic Methods	Buying-Consumer Education
	Problem Solving From Real Life	Practical Arithmetic
	Budgeting for a Family	Arithmetic and My Job
osts	Solving Number Problems	Solving Everyday Problems
Skills	Arithmetic in Homemaking	Using the Bank
	Arithmetic in Shop	Managing Your Money
	Earning and Saving Money	Banking Services
Vocabulary	Scheduling Your Time	Applying Arithmetic
	How the Bank Helps You	Your Paycheck Deductions
ts		How Arithmetic Helps Me

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SI CA 17 Grad
GOALS ...continue to grow and expand to include more information about earth, sun, moon, weather, seasons and the physical laws of science ...understand the body and how and why it works ...expand information and activities about living things - the balance of nature ...study our heritage of natural resources and conservation ...understand machines and how they help man ...learn to recognize different types of animals and know the uses or products derived from each ...learn about local products derived from the soil (agricultural, mining and manufacturing) ...expand knowledge to type of jobs available (farm workers, service or delivery, mechanics, etc.) ...understand how to care for pets and gardens	GOALS ...gain some understanding of planets, satellites and space travel ...learn that living things are in constant change and that great changes have been made over the ages ...learn to plant, grow and care for flowers, lawn, trees, etc., around the home ...continue to expand knowledge of science to types of jobs available ...learn about materials used in the home for clothing, furniture, buildings, etc. ...recognize need for physical health and safety as it relates to germs, poisons, fire, explosives, etc. ...recognize various foods and need of balanced diet in preparation of food ...study recreational areas and variety of natural resources available during different times of the year ...become more aware of plants that grow in the immediate community and learn how to make use of them	GOALS ...discover ways to control hi ...observe that consider the he goes about ...observe which community are weather ...learn how man control the w ...learn how to and equipment occupational and leaking p hinges, etc.) ...understand the simple electri would be used ...learn simple ...recognize that you energy to grow ...learn about ma experience pro

...bove	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
...nd to in- ...o earth, ...ns and the	GOALS ...gain some understanding of planets, satellites and space travel	GOALS ...discover ways that man has learned to control his environment
...ow and why	...learn that living things are in constant change and that great changes have been made over the ages	...observe that man must constantly consider the forces of weather as he goes about his daily life
...tivities ... balance	...learn to plant, grow and care for flowers, lawn, trees, etc., around the home	...observe which occupations in the community are influenced by the weather
...ural re-	...continue to expand knowledge of science to types of jobs available	...learn how man tries to adjust and control the weather
...ow they	...learn about materials used in the home for clothing, furniture, buildings, etc.	...learn how to repair simple machines and equipment in the home-school-occupational environment (frozen and leaking pipes, faucets, broken hinges, etc.)
...ent types ...ses or ...h	...recognize need for physical health and safety as it relates to germs, poisons, fire, explosives, etc.	...understand the use and care of simple electrical applicances which would be used in occupational world
...s derived ...al, mining	...recognize various foods and need of balanced diet in preparation of food	...learn simple repair skills of machines
...of jobs ...service ...tc.)	...study recreational areas and variety of natural resources available during different times of the year	...recognize that the food you eat gives you energy to live and material to grow
...r rets and	...become more aware of plants that grow in the immediate community and learn how to make use of them	...learn about materials used in work experience program

SCIENCE (continued)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	Gr
GOALS ...become aware of importance of weather forecasting as it effects crops and people ...discover how plants grow: seeds, stems, roots, leaves, grafting, spores ...understand the large group classifications of animals ...develop an understanding of differences in animal reproduction and development ...learn about many sources of energy ...become aware of changes in environment (by wind, weather, etc.) ...understand what chemicals are important ...understand chemical change	GOALS ...learn about the care of foods and and food processing: canning, freezing, pasteurizing, etc. ...learn about living things - to make the best use of them and how to control those that are harmful to us ...learn about synthetic fibers ...learn of many sources of energy (heat, light, wind, chemical, electricity, etc.) through experimentation ...observe need for conservation around home and community ...understand difference between physical and chemical change	GOALS ...observe that are made up ...learn to pra around home, job ...learn about grams of the nation ...understand h have improve ...understand h work for us ...learn that s transmitted result of mo (telephone,
THINGS TO DO Discuss basic food in relation to diet Identify materials comprising articles in the home (wood in furniture, textiles in clothing, etc.)	THINGS TO DO Do simple experiments with electricity Study communicable diseases and vaccines Use microscope to see bacteria, fungus, germs, etc.	THINGS TO DO Discussion on c ment - find exa California Compare climate chose where you why

SCIENCE (continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
nce of weather ts crops and w: seeds, rafting, oup classifi- g of dif- oduction and s of energy in environ- etc.) ls are impor- ge ion to diet ng articles ure, tex-	GOALS ...learn about the care of foods and and food processing: canning, freezing, pasteurizing, etc. ...learn about living things - to make the best use of them and how to control those that are harmful to us ...learn about synthetic fibers ...learn of many sources of energy (heat, light, wind, chemical, electricity, etc.) through experimentation ...observe need for conservation around home and community ...understand difference between physical and chemical change THINGS TO DO Do simple experiments with electricity Study communicable diseases and vaccines Use microscope to see bacteria, fungus, germs, etc.	GOALS ...observe that complicated machines are made up of simple parts ...learn to practice conservation around home, community and on the job ...learn about the conservation programs of the county, state and nation ...understand how chemical discoveries have improved health and nutrition ...understand how we can make chemicals work for us ...learn that sound is controlled and transmitted in many ways as a result of modern science invention (telephone, radio, TV, etc.) THINGS TO DO Discussion on control of the environment - find examples in the state of California Compare climates throughout the U.S.A. - chose where you would like to live and why

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gra
THINGS TO DO Construct simple electrical circuit	THINGS TO DO Discussion: "How Does Your Body Fight Disease"	THINGS TO DO Do a bulletin b to dress accordi
Study weather and seasons and their effect on travel (or clothing, etc.)	Make a vocabulary list for simple scientific terms (germ, bacteria, fungus, etc.)	List the occupat that are influe (outside occupat
Observe weather report from newspaper, T.V., radio	Make a bulletin board of real labels that illustrate important words (poison, inflammable, caution, etc.)	Discussion: "Ca the Weather?"
Chart and identify materials as related to their quality and durability under conditions of use	Plan a balanced meal and prove it by telling why you have chosen each food	Do repairs on si
Experiment on effect of soil on clothes	Collect current events on space travel	Do general repai occupational env
Use film on body structure and function	Study charts of redwoods, prehistoric layers of the earth animals	Make a list of t not to do in the electrical appli
Make health posters, i.e., how lack of rest effects the body	Organize class project: scientific raising of vegetables on the school farm	Study the develo
Study function and care of skin	Study the effects of chemicals on growing plants	Discuss the grea helped mankind
Study parts of the body and their function in relation to health	Do simple experiments with diets on mice	Do a chart on fo and foods that h
Illustrate booklets of labor saving devices	Make a booklet on all types of building materials	Visit places whe machines (comput
Scientific care of plants, animals, fish, etc.	Do a bulletin board on synthetic and non-synthetic fibers	List all of the work experience they are used
Display, chart, illustrate the 7 basic foods		

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
circuit nd their ng, etc.) newspaper, s as related lity under on clothes nd function ow lack of kin their th saving nimals, e 7 basic	THINGS TO DO Discussion: "How Does Your Body Fight Disease" Make a vocabulary list for simple scientific terms (germ, bacteria, fungus, etc.) Make a bulletin board of real labels that illustrate important words (poison, inflammable, caution, etc.) Plan a balanced meal and prove it by telling why you have chosen each food Collect current events on space travel Study charts of redwoods, prehistoric layers of the earth animals Organize class project: scientific raising of vegetables on the school farm Study the effects of chemicals on growing plants Do simple experiments with diets on mice Make a booklet on all types of building materials Do a bulletin board on synthetic and non-synthetic fibers	THINGS TO DO Do a bulletin board on weather and how to dress accordingly List the occupations in the community that are influenced by the weather (outside occupations) Discussion: "Can Man Really Control the Weather?" Do repairs on simple machines Do general repairs in the home-school-occupational environment Make a list of things to do and things not to do in the use and care of simple electrical appliances Study the development of machines Discuss the great inventions which have helped mankind Do a chart on foods that give you energy and foods that help you grow Visit places where they have complicated machines (computer, IBM, etc.) List all of the machines found in the work experience field - find out how they are used

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	Gr
THINGS TO DO Talk by school nurse, doctor, etc. Movie on good health habits Test fabrics for color fastness, shrinkage, heat of iron, etc. Study newest fabric development Study the auto as a machine Make conservation and fire prevention posters Observe the fabrics that people are wearing in the classroom Discuss "How the Automobile Has Changed Our Lives" Discuss the difference between an invention and a discovery Do "Before and After" displays (agriculture, building, home, etc. before and after mechanization)	THINGS TO DO Make daily weather charts Find weather information in local papers Finish in 25 words or less: "We must conserve our natural resources because. . ." Make a chart of close recreation areas Make a list of plants in the community which are useful and why Make a list of plants in the community which are harmful and why Do simple pasteurization experiment Do canning, freezing and processing of foods Participate in regular homemaking class, industrial arts class	THINGS TO DO Make a vocabula such as machine industrializati Discuss energy: electrical, ato Complete in 25 lowing sentence vantage of havi us is. . ." Participate in industrial arts List the occupa that are not in (inside occupat

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
or, etc. tness, shrink- oment prevention eople are Has Changed een an in- lays (agri- tc. before	THINGS TO DO Make daily weather charts Find weather information in local papers Finish in 25 words or less: "We must conserve our natural resources because. . ." Make a chart of close recreation areas Make a list of plants in the community which are useful and why Make a list of plants in the community which are harmful and why Do simple pasteurization experiment Do canning, freezing and processing of foods Participate in regular homemaking class, industrial arts class	THINGS TO DO Make a vocabulary list defining words such as machine, technology, agrarian, industrialization, etc. Discuss energy: mechanical, chemical, electrical, atomic, solar Complete in 25 words or less the following sentence: "The biggest advantage of having machines work for us is. . ." Participate in regular homemaking, industrial arts and auto shop classes List the occupations in the community that are not influenced by the weather (inside occupations)

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	S Gra
Space and You	Exploring Space	Control Your Env
The Human Body	Our Changing World	Weather and Your
Conservation of Natural Resources	Scientific Care of the Yard	Weather and Occu
Development of the Machine	Everyday Materials	Repairing Simple
Weather and the Seasons	Everyday Science	Electricity and
The Balance of Nature	Scientific Diet	Food and Energy
Our Natural Resources	Natural Resources and Recreational Areas	Conservation in
The Weather and You	Plants Around Us	Conservation on
Plants and How They Grow	Controlling Nature	Machines and Par
Animal Classifications	Processing Food	How Science Has
Energy	Synthetic Fibers and Fabrics	Sound
Environmental Changes	Our Many Sources of Energy	

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	Exploring Space	Control Your Environment
	Our Changing World	Weather and Your Daily Life
sources	Scientific Care of the Yard	Weather and Occupation
	Everyday Materials	Repairing Simple Machines
	Everyday Science	Electricity and Electrical Appliances
	Scientific Diet	Food and Energy
	Natural Resources and Recreational Areas	Conservation in the Home and Community
	Plants Around Us	Conservation on the Job
	Controlling Nature	Machines and Parts of Machines
	Processing Food	How Science Has Improved Health
	Synthetic Fibers and Fabrics	Sound
	Our Many Sources of Energy	

OTHER SCHOOL SUBJECTS
GEOGRAPHY

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	CA 17
GOALS ...develop some planning ability regarding time, distance, and location ...learn to recognize and identify the legend on a road map ...learn about our city, county, state as to size, location, etc. ...learn about climate conditions, soil vegetation, land use and industries ...recognize the use of natural resources	GOALS ...learn about our environment, location and direction of prominent places ...learn to conserve natural resources ...locate and plan trips covering various types of topography and during various seasons ...learn how weather conditions effect our lives ...expand knowledge of industries that depend on the land	GOALS ...understand to where ...apply our of natural everyday ...know how compare wi States ...understand some of ou ...learn abou resources
THINGS TO DO Plan a trip to your favorite place in California - tell class about it Make a study of the area where you are going to make this imaginary trip-report to the group Make road maps and include legends Do a booklet on Kern County Visit Chamber of Commerce and get information about Kern County Collect "vital statistics" about Kern County	THINGS TO DO Discuss land and Kern County industries Plan a trip to some place in the western states - tell the class about it Make a class survey of the parts of the United States where different class members have lived before-report to the group Finish in 25 words or less the following sentence: "Always visit Florida in the winter because..." Discuss the weather and how it effects our daily lives Make a bulletin board of California landmarks	THINGS TO DO Plan a trip States - tel Make a bulle County - Use agriculture, Compare and to Kern Coun Make a list and what the Use the four mine directi in Kern Coun

OTHER SCHOOL SUBJECTS
GEOGRAPHY

above	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
ility , and dentify unty, state c. itions, e and ural e place in ut it ere you are y trip- legends nd get ty about	GOALS ...learn about our environment, location and direction of prominent places ...learn to conserve natural resources ...locate and plan trips covering various types of topography and during various seasons ...learn how weather conditions effect our lives ...expand knowledge of industries that depend on the land THINGS TO DO Discuss land and Kern County industries Plan a trip to some place in the western states - tell the class about it Make a class survey of the parts of the United States where different class members have lived before-report to the group Finish in 25 words or less the following sentence: "Always visit Florida in the winter because..." Discuss the weather and how it effects our daily lives Make a bulletin board of California landmarks	GOALS ...understand direction with reference to where we live ...apply our knowledge of conservation of natural resources to our everyday lives ...know how our city, county, state compare with others in the United States ...understand how climate controls some of our industries ...learn about our local natural resources THINGS TO DO Plan a trip to some place in the United States - tell the class about it Make a bulletin board map of Kern County - Use legend to show industries, agriculture, etc. Compare and contrast counties similar to Kern County Make a list of local natural resources and what they give to local industry Use the four compass points and determine directions to prominent landmarks in Kern County or the state.

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	SE Gra
Where We Live	Where We Live and Work	Living and Worl
Reading Maps	Conserving Our Natural Resources	Putting Our Na
Our City	Local Topography	Our Local Clim
Our County	The Weather and You	Industries and
Our State	Our Local Industries	Living in Cali
Our Natural Resources	The Geography of California	
Geography of Our State		

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	Where We Live and Work	Living and Working in Kern County
	Conserving Our Natural Resources	Putting Our Natural Resources to Work
	Local Topography	Our Local Climate
	The Weather and You	Industries and Kern County
	Our Local Industries	Living in California
	The Geography of California	

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	CA 17 G
GOALS ...develop an appreciation of our pioneers and historical developments particularly in the West ...learn about the history of California ...learn to appreciate American heritage	GOALS ...recognize the influence past conditions have had on more recent events ...realize that many great men have influenced our history and our conditions today	GOALS ...emphasize "History i ...understand media inte of the day ...understand places in tomorrow's
THINGS TO DO Visit museums and other places in the area which stress western history Discuss pioneers and pioneer life - compare life "then and now" Have oral reports on "American Heritage-What it Means to Me"	THINGS TO DO Use selective current events, illustrate how past conditions influence our present lives Do a bulletin board on great men and how they have influenced our history Have oral reports on "Great Men of History - and Today"	THINGS TO DO Discuss "Toda History" Prepare news etc., of happ giving the ba Do a bulletin important his last 10 years

OTHER SCHOOL SUBJECTS
HISTORY

d above	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
n of our l developments st y of California erican heritage laces in the history eer life - y" rican Heritage-	GOALS ...recognize the influence past conditions have had on more recent events ...realize that many great men have influenced our history and our conditions today THINGS TO DO Use selective current events, illustrate how past conditions influence our present lives Do a bulletin board on great men and how they have influenced our history Have oral reports on "Great Men of History - and Today"	GOALS ...emphasize current events as "History in the making" ...understand how the various news media interpret the happenings of the day ...understand that the people and places in the news today will be tomorrow's history THINGS TO DO Discuss "Today's News in Tomorrow's History" Prepare news releases for TV, radio etc., of happenings of the day, giving the basic facts Do a bulletin board on the 15 most important historical events of the last 10 years

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	SE Gra
Pioneers	Pioneers and Kern County	Today's News in
Early California	Great Men in History	Reporting Curre
Our Historical Heritage	History in the Newspaper	People in the N
		Places in the N

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	Pioneers and Kern County	Today's News in Tomorrow's History
	Great Men in History	Reporting Current Events
	History in the Newspaper	People in the News
		Places in the News

JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	CA 17 G
GOALS ...learn responsibilities of services in community ...identify interrelatedness of community life ...notice effects of growth and change in home, school and community ...recognize relationship of government and the governed ...identify individual and public needs and services ...realize some degree of time and sequence of events effecting our lives and country ..assume responsibility through democratic classroom management	GOALS ...develop concept of freedom with assumption of responsibility ...learn to protect and respect the rights of a "free people" as individuals ...respect for "law and order" ...recognize "due process" as means of settling differences of opinion ...realize importance of international ties ...learn to plan with others for the use of materials, scheduling activities, and action to be taken ...recognize and respect the democratic process and majority rule	GOALS ...understand in the you ...understand in a free ...expand and of local, ...know our i ...take part government civic gove ...recognize majority r experience

OTHER SCHOOL SUBJECTS
CIVICS

above	SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10	SENIOR HIGH CA 17 MA 11 and above Grades: 11-12
of services ss of n and change unity of government public needs time and cting our lives rough nagement	GOALS ...develop concept of freedom with assumption of responsibility ...learn to protect and respect the rights of a "free people" as individuals ...respect for "law and order" ...recognize "due process" as means of settling differences of opinion ...realize importance of international ties ...learn to plan with others for the use of materials, scheduling activities, and action to be taken ....recognize and respect the democratic process and majority rule	GOALS ...understand our civic responsibilities in the young adult world ...understand our individual rights in a free society ...expand and refine our knowledge of local, state, national laws ...know our international ties ...take part in school student government -- expand into local civic government if possible ...recognize democratic process and majority rule in work experience program

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	G
THINGS TO DO Discuss how we can serve our local community Make a time line showing how home, school and community have changed Define the term "Community Dependency" Take part in democratic classroom government Make a bulletin board showing the great movements in our government Make a vocabulary list of important words to know and understand Explain: "A government of the people and by the people"	THINGS TO DO Discuss our duties as good citizens Make a bulletin board showing our "inalienable" rights Oral report on why we have courts and laws Contrast the democratic process and majority rule with non-democratic process and rule of the minority -- discussion and charts Make a list of all of our international ties -- what countries are involved? Plan a class project where one set of materials has to be used by entire class -- schedule and share	THINGS TO DO Discuss my ci member of the Do some libra international Make a bullet of the indivi Discuss ways participate i Visit city co local governm Report how th majority rule experience pr

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
ur local ow home, changed Dependency" assroom ing the ernment important nd the people	THINGS TO DO Discuss our duties as good citizens Make a bulletin board showing our "inalienable" rights Oral report on why we have courts and laws Contrast the democratic process and majority rule with non-democratic process and rule of the minority -- discussion and charts Make a list of all of our international ties -- what countries are involved? Plan a class project where one set of materials has to be used by entire class -- schedule and share	THINGS TO DO Discuss my civic responsibilities as a member of the young adult world Do some library research on our international ties Make a bulletin board on the rights of the individuals Discuss ways in which we can participate in student government Visit city council meetings and see local government in action Report how the democratic process and majority rule is applied to the work experience program

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	SE Gra
Service and the Community	My Freedom and Its Responsibility	Adult Civic Res
Changes in Home, School and the Community	Individual Freedom	A Free Society
What I Owe My Government	How Laws Are Made	Our Individual
What My Government Owes Me	The Democratic Process	How Our City is
Important Events of Our Times	Our Ties to the Rest of the World	How Our County

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
	My Freedom and Its Responsibility	Adult Civic Responsibilities
	Individual Freedom	A Free Society
	How Laws Are Made	Our Individual Rights
	The Democratic Process	How Our City is Governed
es	Our Ties to the Rest of the World	How Our County is Governed

AUDIO-VISUAL MATERIALS

The audio-visual aids have been listed according to the areas of curriculum and have been divided into Junior and Senior High. Many of the things listed in the Junior High section will be useful in the Senior High section.

The audio-visual aids are available at the Instructional Materials Library, Kern County Superintendent of Schools Office, 1415 Truxtun Avenue, Bakersfield, California.

PERSONAL AND SOCIAL ADJUSTMENT

JUNIOR HIGH	SENIOR HIGH
Acts of Courtesy (MP)	Student Government at Work (MP)
Am I Trustworthy (MP)	Belonging to the Group (MP)
Beginning to Date (MP)	Americans All (MP)
Dinner Party (MP)	Brotherhood of Man (MP)
Everyday Courtesy (MP)	Color of Man (MP)
Good Sportsmanship (MP)	Clothing (MP)
Overcoming Fear (MP)	Clothing for Children (MP)
Party Lines (MP) (telephone use)	Let's Give a Tea (MP)
Vandalism (MP)	Let's Bake a Cake (MP)
Good Table Manners (MP)	Menu Planning (MP)
Improve Your Study Habits (MP)	More Dates for Kay (MP)
Art by Talented Teenagers (FS)	When Should I Marry (MP)
Control Your Emotions (MP)	From Generation to Generation (MP)
Looking Ahead to High School (FS)	How Much Affection (MP)
Right or Wrong? Making Moral Decisions (MP)	Face Facts (FS)
	Is This Love? (MP)
Successful Scholarship (MP)	Family Life (MP)
You and Your Parents (MP)	Your Family (MP)
Family Teamwork (MP)	What Makes a Good Party? (MP)
Parents are People, Too (MP)	Color Magic (MP)
How to be Well-Groomed (MP)	Attitudes and Health (MP)
	Emotional Health (MP)
	Emotional Maturity (MP)

OCCUPATIONAL COMPETENCE

JUNIOR HIGH	SENIOR HIGH
The Baby Sitter (MP) Cooking: Planning and Organizing (MP) Cooking: Terms and What They Mean (MP) Why Study Home Economics? (MP) Why Study Industrial Arts? (MP) The ABC of Hand Tools (MP) Care and Use of the Band Saw (FS) Care and Use of the Circular Saw (FS) Care and Use of the Drill Press (FS) Care and Use of the Jig Saw (FS) Care and Use of the Shaper (FS) The Drill Press (MP) Drilling in Metal, Wood and Plastics (MP) Electric Circuits (MP) How to Use Tools (MP) Industrial Arts: A Safe Shop (MP) Pliers and Screw Drivers (MP) Wood Finishing (MP) Wood Working (MP) Work Safely in the Shop (MP) How to be Well-Groomed (MP)	Technique for Tomorrow (MP) (automation) Constitution and Employment Standards (MP) Social Security (MP) The Grievance (MP) Home Economics: A Career with a Future (MP) Restaurant Operator (MP) Home Nursing (MP) Automobiles (MP) ABC of Automobile Engines (MP) ABC of Diesel Engines (MP) A Thing or Two (MP) (tractor upkeep) Handle with Care (MP) (ball bearings) Simple Machines (MP) Painting and Decorating (MP) Trouble Shooting Your Car (MP) Engine Tests and Tune Up (MP) ABC of Hand Tools (MP) (Parts I and II) The Machine Maker (MP) Careers in the Building Trades (MP) Bathing Time for Baby (MP) Helping the Care of Younger Children (MP) Automotive Service (MP) Brick and Stone Mason (MP) Machines and Tool Machines (MP) Cooking: Kitchen Safety (MP) Safe Use of Tools (MP) Metal Shop Safety (MP) Everything to Lose (MP) (shop safety) Industrial Arts: A Safe Shop (MP)

JUNIOR HIGH	SENIOR HIGH
Alcohol and Tobacco (MP)	Alcohol and the Human Body (MP)
Alcohol and You (MP) (Parts I and II)	Alcoholism (MP)
As Boys Grow (MP)	Drug Addict (MP)
Good Posture for Good Health (MP)	The Story of a Teen-age Drug Addict (MP)
Improving Your Posture (MP)	Monkey on the Back (MP)
Wonder Engine of the Body (MP)	Smoke Anyone? (MP)
Cleanliness and Health (MP)	Tobacco and the Human Body (MP)
How to be Well-Groomed (MP)	Body Defenses Against Disease (MP)
Rodney (MP) (tuberculosis)	Digestion in Our Bodies (MP)
Germ Invaders (FS)	Functions of the Body (MP)
Helping the Body Defenses Against Disease (FS)	Gateway to Health (MP) (diet)
How Chemicals and Antibiotics Fight Disease (FS)	Community Health in Action
Invasion by Disease (FS)	Your Health in the Community (MP)
The Color of Health (MP)	Choosing a Doctor (MP)
Planning for Good Eating (MP)	How to Catch a Cold (MP)
Boy Fights Bacteria (MP)	Exercise and Health (MP)
Guardians of Our Country's Health (MP)	Rest and Health (MP)
Polio and the Vaccine (MP)	Foods and Nutrition (MP)
Toward a Clear Complexion (FS)	Body Care and Grooming (MP)
	Improving America's Health (MP)
	The Nurse (MP)
	It's Your Health (MP) (teeth)
	The Time of Our Lives (MP) (physical fitness)

PHYSICAL DEVELOPMENT

JUNIOR HIGH	SENIOR HIGH
Fitness Skills for Children: Move Better (MP) Fitness Skills for Children: Play Better (MP) Posture in Motion (MP) (for girls) Posture (MP) The Fundamentals of Tennis (MP) The American Square Dance (MP) Beginning Swimming (MP) Baseball for Millions (MP) Fundamentals of Volleyball (MP) Softball Fundamentals (MP) Understanding Basketball (MP) Fundamentals of Track and Field (MP) Evaluating Physical Abilities (MP) Baseball Rules and Officiating (MP) Hold High the Torch (MP) (Olympics) Practice Makes Champions (MP) Diving Fundamentals (MP)	This is Football (MP) Youth Physical Fitness (MP) Posture and Exercise (MP) Wonder Engine of the Body (MP) Your Body Speaks (MP) Basic Movement (MP) A Dancer's World (MP) Take a Little Peek (MP) (square dancing) A Time to Dance (MP) 1964 Winter Olympics (MP) Speed-A-Way (MP) Welcome to Golf (MP) Journey to Health (MP) Habit Patterns (MP) Dance: A Reflection of Our Times (MP) The Language of Dance (MP) Beginning Badminton (MP) Beginning Bowling (MP) Child Care and Development (MP) Beginning Archery (MP)

SAFETY

JUNIOR HIGH	SENIOR HIGH
First Aid for Bleeding and Shock (FS) First Aid for Bone, Muscle and Joint Injuries (FS) First Aid for Injuries Caused by Heat and Cold (FS) First Aid for Wounds (FS) First Aid in Common Emergencies (FS) Rescue Breathing (FS) Your Responsibilities in First Aid (FS) Cooking: Kitchen Safety (MP) Safety Begins at Home (MP) Your Ticket to Safety (MP) Shop Safety (MP)	Accident Behavior (MP) Accident Plague (MP) Design for Disaster (MP) (fire) First Aid (MP) (parts I and II) First Aid on the Spot How to do Rescue Breathing (MP) Life Saving and Water Safety (MP) One Day's Poison (MP) (accidental poisoning) Safety Begins at Home (MP) Safety in the Home (MP) Water Rescue (MP) Water Safety (MP) Safe Use of Tools (MP)

LANGUAGE ARTS SKILLS

JUNIOR HIGH	SENIOR HIGH
Do Words Ever Fool You? (MP) Improve Your Punctuation (MP) Improve Your Handwriting (MP) The Hunter and the Forest: A Story Without Words (MP) (creative writing) Let's Read Poetry (MP) Let's Try Choral Reading (MP) Who Makes Words? (MP) Daily Newspaper: Gathering and Writing the News (Study Prints) Daily Newspaper: Printing the Paper (Study Prints) Your First Speech (MP) Digging for Facts (FS) Effective Listening (MP) How to Discover the Purpose of a Speaker (FS) Information, Persuasion and Propaganda (FS) Giving a Book Report (FS)	Let's Discuss It (MP) American Spoken Here (MP) Do Words Ever Fool You? (MP) Effective Criticism (MP) Getting the Facts (MP) How to Give and Take Instructions (MP) Human Communications (FS) Propaganda Techniques (MP) Who Makes Words (MP) Writing Through the Ages (MP) Beginning Phrase Reading (MP) Better Reading (MP) How to Read a Book (MP) How to Read Newspapers (MP) Words (MP) Speeding Reading (MP) Better Choice of Words (MP) Build Your Vocabulary (MP) Getting Yourself Across (MP) Let's Discuss It (MP) Let's Pronounce Well (MP) Say What You Mean (MP)

NUMBER CONCEPTS

JUNIOR HIGH	SENIOR HIGH
The Story of Our Money System (MP)	Understanding the Dollar (MP)
Using the Bank (MP)	Your Family Budget (MP)
Meaning of Money (FS)	Social Security (MP)
Fred Meets a Bank (MP)	Wise Buying (MP)
Cooking Measuring (MP)	Earliest Numbers (MP)
Banks and Credit (MP)	Big Numbers (MP)
Early Counting (FS)	New Numbers (MP)
Early Measuring (FS)	Mathematics in Daily Living (MP)
Early Time Telling (FS)	Measurement (FS)
The Language of Mathematics (MP)	Percent in Everyday Life (MP)
Story of Money (FS)	Units of Measurement (MP)
Story of Time (FS)	
Story of Weights and Measures (FS)	

SCIENCE

JUNIOR HIGH	SENIOR HIGH
Animals in Modern Life (MP)	Conservation Road (MP)
Growth of Seeds (MP)	Forests and Conservation (MP)
Life in a Pond (MP)	Green Gold - Timber (MP)
Plants Make Food (MP)	The Meaning of Conservation (MP)
Wildlife Conservation (MP)	The Earth: Our Planet (MP)
Air in Motion (MP)	The Sun (MP)
Clouds, Rain and Snow (MP)	Exploring the Night Sky (MP)
Earth in Motion (MP)	Trip to the Moon (MP)
How We Explore Space (MP)	In the Beginning (MP)
New Frontiers in Space (MP)	Mountains on the Move (MP)
Why Explore Space (MP)	Phantom Sea (MP)
Electric Circuits (MP)	The Shape of the World (MP)
Energy (MP) (Gateway and McGraw)	Nature's Plan (MP)
Why Study Science? (MP)	Weather (MP)
Automobiles (MP)	Winds and Their Causes (MP)
From Trees to Paper (MP)	Characteristics of Plants and Animals (MP)
How We Get Our Aluminum (FS)	World of Little Things (MP)
How We Get Our Coal (FS)	World in a Marsh (MP)
How We Get Our Copper (FS)	A is for Atom (MP)
How We Get Our Cotton (FS)	Atoms and Molecules (MP)
How We Get Our Glass (FS)	What is Electricity (MP)
How We Get Our Iron and Steel (FS)	New Frontiers in Space (MP)
How We Get Our Oil (FS)	Working Water (MP)
How We Get Our Paper (FS)	A World is Born (MP)
How We Get Our Plastic (FS)	Science and Superstition (MP)
How We Get Our Rubber (FS)	Energy (MP)
How We Get Our Sugar (FS)	Our Mr. Sun (MP)
Students Track the Space Age (MP)	Journey Into Time (MP)
Wild Life in the Rockies (MP)	Science in Space (MP)
Sun, Earth and Moon (MP)	The Desert (MP)

OTHER SCHOOL SUBJECTS
(HISTORY, CIVICS, GEOGRAPHY)

JUNIOR HIGH

How Twelve Families Bathe and Prepare for Bed (FS)
How Twelve Families Farm and What They Eat (FS)
How Twelve Families Play and Do Their Laundry (FS)
How Twelve Families Shop and What Kind of Kitchen They Have (FS)
How Twelve Families Study and How They Seem at Home (FS)
How Twelve Families Travel and How They Worship (FS)
About People (FS)
Boundary Lines (MP)
Brotherhood of Man (MP)
The City (MP)
Congress (MP)
County Government (MP)
United Nations at Work (MP)
A U. S. Community and its Citizens (MP)
We, the People (MP)
The White House (MP)
Who Are the People of America (MP)
Living in a Metropolis: Greater New York (MP)
The F.B.I. (MP)
The Flag Speaks (MP)
The Functions of a City (MP)
Meaning of Patriotism (MP)
Our Basic Civil Rights (MP)
Colonial Expansion (MP)
American Revolution (MP)
California and Gold (MP)
One Nation Indivisible (MP) (Parts I and II)
Democracy at Work (MP)
Our Nation (MP) Parts 1,2,3

SENIOR HIGH

The American Consumer (FS)
Caravans of Trade (MP)
Horizon (MP) (California agriculture)
Introduction to Foreign Trade (MP)
World Trade for Better Living (MP)
Our Big Round World (MP)
America the Beautiful (MP)
California Centennial (MP)
California and its Natural Resources (MP)
Are You a Good Citizen (MP)
Citizenship in Action (MP)
Democracy (MP)
Due Process of Law Denied (MP)
Justice Under Law (MP)
The Majority Vote (MP)
Our Basic Civil Rights (MP)
Portrait of a President (MP)
The President (MP)
The Presidency (MP)
The Vice-President (MP)
Supreme Court (MP)
Trial by Jury (MP)
County Government (MP)
The Function of a City (MP)
The Story of Christopher Columbus (MP)
The Story of the Pilgrims (MP) (Parts I and II)
The Declaration of Independence (MP)
Constitution of the United States (MP)
Our Bill of Rights (MP)
Background of the Civil War (MP)
Westward Movement (MP)
Headlines of the Century - Reels 1, 2, 3, 4, 5, (MP)